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ABSTRACT

An evaluation is presented of the remedial programs in each of New Jersey's 32 public colleges and universities. The academic outcome of full-time students entering in fall 1984 is tracked over four semesters. This analysis combines measures of the colleges' administrative efficiency in testing and enrolling students in needed remedial courses, reviews of placement criteria, and multiple statistical indicators of remedial program effectiveness. The following topics are addressed: (1) assessment design; (2) the colleges (college profiles); (3) four-semester overview (testing, placement and course enrollment, reading, writing, computation, and elementary algebra); and (4) recommendations. Reporting guidelines and data tables for individual college programs are appended. (KM)

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Effectiveness of Remedial Programs in Public Colleges and Universities
Fall 1984 - Spring 1986

New Jersey Basic Skills Council

Department of Higher Education

HE 022 440

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Report to the Board of Higher Education on the Effectiveness of Remedial Programs in New Jersey Public Colleges and Universities

Fall 1984-Spring 1986

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STATE OF NEW JERSEY
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OFFICE OF THE CHANCELLOR

MEMORANDUM

TO: Members, Board of Higher Education

FROM: T. Edward Hollander, Chancellor

SUBJECT: Basic Skills Council's Report on the Effectiveness of Remedial Programs

DATE: March 8, 1989

I am pleased to present to you the Basic Skills Council's report on the "Effectiveness of Remedial Programs in Public Colleges and Universities, Fall 1984-Spring 1986." As you will recall, the college Basic Skills Council was created in 1977 for two main purposes: first, to assess the skills preparedness (i.e., in reading, writing and mathematics) of students entering New Jersey public colleges and to assist the colleges in identifying those students whose skills need improvement; and second, to assess the effectiveness of our public colleges' remedial programs. The present report from the Council and its Assessment Advisory Committee addresses the latter purpose. The report delineates strengths and areas of concern for each of 115 remedial programs, based on data provided from 32 campuses. The institutional profiles which make up the bulk of this report raise each program to a new level of public accountability.

While the report focuses primarily on institutional programs, it also makes three major contributions to our understanding and monitoring of the collegiate remedial effort:

- First, reports in this series have been concerned with the general question of whether collegiate remedial education is worthwhile. Clearly, the answer is "yes." As you saw in last month's report on placement test results, between 33 percent (in verbal skills) and 60 percent (in elementary algebra) of the freshmen entering our public colleges and universities statewide lack the skills needed to begin college-level work in one or more areas. The Council's systemwide overview demonstrates that underprepared students who complete their college's remedial course sequence(s) have two to three times greater chance of being retained within and hence profiting from higher education than students who need but do not complete remediation. At many colleges, the retention of remediated students even exceeds that of the non-remedial students. These patterns reported here confirm the positive findings in the two previous effectiveness studies.

- Second, the report introduces "provisional standards" on numerical outcome indicators that will be further refined and used for subsequent program reviews.

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- Third, the report points out some administrative shortcomings in student testing, remedial enrollment and reporting which the institutions in question must address immediately.

Background

This is the third in a series of reports that analyzes data from the outcomes of remedial programs over a two-year period (Fall 1984-Spring 1986). No other state provides such an extensive public analysis of the outcomes of all remedial programs in every public college and university. The purpose of the Council's effort this year was twofold: 1) to help the colleges to improve their remedial programs and 2) to develop a set of reasonable outcome standards that future remedial effectiveness reviews would use for institutional accountability.

We recognize that achieving the twin goals of access and excellence in our colleges is highly dependent on maintaining successful remedial reading, writing, computation and elementary algebra programs. Students admitted with low levels of skill in these crucial disciplines cannot be retained and be successful in college without the skills improvement provided by these programs. Typically one third of our entering freshmen statewide have skills levels that would result in assignment to remedial reading and writing classes; and in the county colleges, approximately one-half of the entering class have skills levels that suggest the need for remediation in computation. Successful upgrading of these students' skills is the only way in which the foundation for academic excellence can be laid. The colleges' efforts over this period (1984-86) have been substantial (11,699 students enrolled in remedial reading, 10,331 in remedial writing, 11,473 in computation and 8,527 in elementary algebra), and I have asked the Basic Skills Council to be rigorous in its reviews. The Council and its Assessment Advisory Committee have responded with the detailed analyses in the present report.

Program Evaluation Design

The report breaks new ground for us in program evaluation. Previous reports gave you information primarily at the systemwide level whereas this report presents an in-depth analysis--program by program.

This approach has resulted in two important improvements over previous reports. First, the Council's Assessment Advisory Committee has set "provisional standards" on each of the main numerical outcome indicators used to judge the effectiveness of programs. These standards extend the Board's current requirements for program administration (i.e., testing and enrollment percentages) and set expectations for a pattern of student outcomes marking a successful program. For example, standards were set for passing rates in final-level remedial courses and for first college-level courses, for the percentage of the cohort of students expected to be at or above a "C" average, for retention and so forth. In all, 11 numerical standards were used in the program evaluation process. (Attachment A provides you with an excerpt from the Council's report which discusses the indicators and the standards set on each.) In addition, patterns among indicators were discussed and a standardized format and language were agreed upon for all reviews.

The second improvement is the critical analysis of each of 115 programs that was developed through a standardized jury review process. Using data and a narrative report provided by the colleges in conformity with the Council's guidelines, an Assessment Committee member drafted a detailed analysis and critique of the programs within a given college. This analysis was then subjected to a jury review in committee, much like a dissertation defense, with the author of the analysis charged with both advocating on behalf of the institution and with revising the document when the committee found flaws or omissions. This process was repeated as many times as necessary until the committee reached consensus. Finally, the resultant draft was shared with the college prior to its publication here.

The program review design uses multiple indicators to assess the scholastic outcomes of three groups of students relative to each other. The three groups reported on in each institution were: 1) students who did not need remediation; 2) students who needed and successfully completed remediation (as defined by the respective college); and 3) students who needed remediation but either did not start or did not successfully complete it. The performance of non-remedial students in the system serves as the standard against which the performance of remediation-completed students is measured. Moreover, the addition of the provisional standards now provides an objective means for making these relative comparisons. The "multiple indicators" concept of assessment employed by the Basic Skills Council provides the Board with a sophisticated model with which to judge the effectiveness of our remedial programs.

The indicators used in analyzing program performance can be divided into administrative indicators and student outcome indicators. Selected results from each group are summarized below.

Administrative Indicators

Standards Set By Previous Board Action. In your 1983 "Resolution Concerning Basic Skills Testing and Enrollment In Remedial Courses," you effectively set standards requiring placement testing of at least 90% of entering, full- and part-time students, as well as the enrollment in remedial courses within two semesters of at least 90% of the full-time students identified as needing remediation.

Placement Testing. In the early years of the program many colleges struggled to meet the 90% target for the testing of full-time students. In 1984, all colleges met this standard. The testing of part-time students, however, was incomplete in several institutions: the Basic Skills Council reports that 13 of 32 colleges did not test at least 90% of their part-timers in the fall of 1984.

I asked my staff to check recent available data on the placement testing of entering freshmen; according to the most recent reports from the colleges (1987 unless otherwise specified below), the following 13 colleges had not tested at least 90% of their part-time students:

Atlantic (73%, 1986)
Brookdale (88%)
Camden (66%)
Cumberland (89%)
Ocean (74%)
Passaic (32%)
Union (74%)
Glassboro (80%)
Kean (84%, 1986)
Ramapo (74%)
Rutgers-Newark (76%)
Rutgers-New Brunswick (84%)
Thomas Edison (50%)

Furthermore. two of the above institutions also missed the testing standard for full-time students in 1987: Passaic (82%) and Rutgers-Newark (88%).

Remedial Enrollment Within Two Semesters. The Council's report indicates that in 1984-86. 13 institutions fell short of the requirement to enroll at least 90% of their identified. full-time students in needed remedial courses in at least one skill area (reading, writing and/or math computation). Again. I asked my staff to review the most recently available remedial enrollment data from each of the colleges (1987 unless otherwise indicated below). Based on this. the following 14 colleges had remedial enrollment rates below the Board's 90% expectation for one or more programs:

Bergen	writing (89%). computation (84%)
Brookdale	computation (63%)
Burlington	reading (89%). computation (69%)
Camden	reading (85%. computation (88%)
Cumberland	reading (88%)
Essex	reading (81%), writing (87%)
Hudson	reading (86%). computation (84%)
Ocean	writing (89%). computation (75%)
Warren	reading (25%). computation (54%)
Montclair (1986)	reading (83%). computation (74%)
Ramapo	reading (88%). computation (68%)
Rutgers-Camden	reading (89%)
Rutgers-Newark	computation (32%)
Rutgers-New Brunswick	computation (54%)

Reporting Deficiencies. Three institutions--Atlantic. Kean and Montclair--have not yet submitted their 1987 report ("Annual Basic Skills Questionnaire") from which the above administrative data were drawn: these were due June 17. 1988. Moreover. the quality and completeness of 1984-86 institutional reports on remedial program effectiveness varied widely from institution to institution: although most reports were prepared in accordance with Council guidelines. some were incomplete and others contained contradictions and anomalies. All such instances are pointed out in the individual program reviews contained in the Council's report (see "Areas of Concern").

I will write to the presidents of the institutions that are under-testing students. that are under-enrolling students who need remediation. and whose reports are not prepared in accordance with Board and Basic Skills Council requirements. I will ask that they develop corrective actions for these administrative and reporting deficiencies.

Student Outcomes

The Basic Skills Council has set provisional standards on a variety of student outcome indicators. These standards have been applied retrospectively in the Council's report to the data for the 1984-86 cohort. These are summarized below:

	Student Outcomes Indicators (By Skill Area)	Provisional Standard
1)	Percentages of full- and part-time students passing final-level remedial course	80% State/Rutgers/NJIT 70% County Colleges
2)	Percentage passing first (subsequent) college-level course in skill area. expressed as percentage-point difference between remedial completers/non-remedial students	5 points
3)	Percentage attaining a GPA at or above "C" (of the students retained in the fourth semester). expressed as percentage point difference between remedial completers/ non-remedial students	15 points State/Rutg/NJIT 20 points County Colleges
4)	Retention rate. expressed as percentage point difference between remedial completers/ non-remedial students	0 points
5)	Successful survival rate (SSR). a composite GPA and fourth-semester retention measure (i.e.. percentage attaining a GPA at or above "C" out of the original group of students. whether or not they were retained). expressed as percentage point difference between remedial completers/non-remedial students	7 points State/Rutg/NJIT 10 points County Colleges

Tables 1 through 4 (in Attachment B) display the distribution of college programs in each of the four remedial skill areas with respect to the number of student outcome standards met (retrospectively) in 1984-86. This is necessarily a crude analysis. for it leaves out much information on the skills levels of the entering students: on the criteria used to place students into remediation: on the relationships among indicators: on the extent by which programs "missed" reaching a given provisional standard: and on the numbers of students affected at a given institution. Further. data on retesting. without which it is difficult to complete the interpretation of these outcomes. was incomplete in 1984-86 and thus could not be used (see below). These arrays do make clear that many programs met the majority of these standards. Nonetheless. at this stage there is considerable room for improvement. I believe that the Council's provisional standards represent attainable goals for all remedial programs--targets that can be reached for the benefit of future cohorts of students.

I recommend that you pass the attached resolution which accepts the Council's provisional standards as the Board's interim goals for remedial programs. and sets in motion a one-year period of dialogue on the standards before they are adopted permanently in 1990. The permanent standards would then be used to assess remedial program performance beginning with the 1988-90 cohort of students.

Retesting (Post-testing). The percentage of remedial completers who reach a college's placement minimums on a standardized retest (post-test) is one of the indicators needed in making conclusive judgments about the effectiveness of remedial programs. You passed a resolution on February 20. 1987 that required colleges. beginning in the fall of 1987. "to employ students' performance on an appropriate standardized post-test as one of the multiple criteria required for all students to exit a remedial course sequence." Although the Council's reporting guidelines asked colleges to report on post-testing, note that the data treated in this report were compiled prior to the Board's directive. (The first group of entering students under the mandate is the Fall '87 cohort.) Because of this and due to the incompleteness of available data. the Council has not as yet set a provisional standard on this indicator.

Four Semester Cohort Summary

The primary value of this report to the colleges is the outside critique provided to each individual program. For every college the Council's review delineates strengths. areas of concern, and suggestions for further research or inquiry where appropriate.

The multiple patterns delineated within these critiques do not lend themselves easily to summary analyses. The Council's report. nevertheless. paints the broader picture of the large number of students who are tested. placed and enrolled in needed remedial courses. Follow up of such students after four semesters has indicated retention rates equal to or greater than non-remedial students. The Council's report summarizes this overview information for each of the skill areas. A summary of results for the remedial writing programs statewide (1984-86) is included here to help illustrate the general picture:

- Of the 10.331 students statewide who were enrolled in remedial writing courses. 9,424 reached the final level at their respective colleges and 7.251 passed.

- Students who passed their remedial writing courses were retained at their colleges in the fourth semester at a slightly higher rate (64% vs. 63%) than non-remedial students. Students who did not complete needed writing remediation. on the other hand. had only a 19% retention rate in the fourth semester.

- In the subsequent college-level English composition courses. the passing rate of students who had completed remediation was within seven percentage points of that of the non-remedial students (80% vs. 87%).

- After four semesters. remedial completers averaged 10 fewer credits earned than non-remedial students (40 vs. 50).

- The mean GPA for remedial writing completers was above a "C" (2.20). only four-tenths of a point below that of the non-remedial comparison group (2.62). The percentage of remedial writing completers whose GPA's were at or above a "C" was 19 percentage points below that of the non-remedial students.

- Similarly, the successful survival rates (i.e., a composite indicator that represents the proportions of students in the original cohort who both were retained *and* had at least a "C" GPA) of the two groups differed by 11 percentage points.

- In every college sector, differences between the two comparison groups of students had improved slightly over the 1983-85 cohort rates.

Slight improvements were also noted in the reading programs' outcomes compared to 1983-1985. Slight decrements were noted, however, in the outcome data for computation programs.

In general, the students who complete algebra remediation have higher retention rates and GPA's than students who complete reading, writing or computation remediation alone. These encouraging results may be attributable to factors unique to the algebra cohort alone (i.e., many programs enroll only the more "motivated" students--those who "need" the algebra for their major--and a relatively small proportion of remedial algebra enrollees require remediation in other skill areas as well).

Concluding Comments

Remediation is not an easy enterprise, for either the colleges or the students. Remedial educators are rarely organized into their own remedial departments; they are often untenured and have limited visibility on their campuses; many are part-time. The Basic Skills Council's report documents great effort and success in some college programs and administrative in-attention and academic shortfalls in others. The report reveals that our colleges are enrolling some 10,000 students in each remedial skill area and are successfully moving large proportions of these underprepared students to the point where they can attain at least a "C" average in their college-level work. Without these remedial programs, I believe that the majority of these students would either leave college or be academically dismissed. Effective remedial education must remain a keystone in our policy of access and excellence.

Evaluating educational programs is also a difficult and complex process. Statewide reporting on the outcomes of college remedial programs with as much precision as is required by the Basic Skills Council is an effort currently unique to New Jersey. The refined and collaborative model of public reporting on our remedial programs stands as an example both for other states and for other programs at our colleges to emulate. I thank members of the Basic Skills Council and its Assessment Advisory Committee for the extensive volunteer commitment of professional time and attention to detail that is evident in their work.

Attachments

State of New Jersey

State Board of Higher Education

A RESOLUTION ADOPTING AS "PROVISIONAL" THE STANDARDS ON REMEDIAL PROGRAM EFFECTIVENESS SET BY THE BASIC SKILLS COUNCIL AND REQUIRING COLLEGES TO RESPOND TO CONCERNS RAISED IN THEIR RESPECTIVE PROGRAM REVIEWS

WHEREAS: The New Jersey Basic Skills Council is charged by the Board both to assess the Basic Skills preparation of incoming students in New Jersey public institutions of higher education and to evaluate the effectiveness of college remedial programs that address the needs of underprepared students; and

WHEREAS: The Basic Skills Council has reported regularly on the effectiveness of remedial programs in New Jersey public colleges and universities and has found in general that the programs raise the skills levels of students who complete remediation to the point where they are retained within and can profit from higher education; and

WHEREAS: The Board's resolution of February 1987 directs the Council to "further specify how the multiple outcome indicators can be used to evaluate the effectiveness of remedial programs..."; and

WHEREAS: The Basic Skills Council, in its "Report on the Effectiveness of Remedial Programs in Public Colleges and Universities, Fall 1984-Spring 1986," has responded by developing a thorough and fair "jury" methodology for assessing remedial program outcomes which includes a set of "provisional standards" on the numerical outcome indicators collected for evaluation; now therefore be it

RESOLVED: That the Board adopts the Basic Skills Council's remedial program effectiveness standards as provisional for the 1989-90 academic year; and be it further

RESOLVED: That the Basic Skills Council and the Department of Higher Education will disseminate these provisional standards and seek comment on them from the institutions; and be it further

RESOLVED: That in the 1989-90 academic year a set of refined standards will be presented to the Board for permanent adoption as both review criteria and as stated goals for remedial programs to meet; and be it further

RESOLVED: That the Board directs the Chancellor to call on each of the colleges to respond to the concerns raised in the Basic Skills Council's individual remedial program reviews and to bring into compliance any administrative or programmatic deficiencies that might exist with respect to Board policy.

March 17, 1989

Attachment A

PROVISIONAL STANDARDS FOR EVALUATING REMEDIAL PROGRAM EFFECTIVENESS

Assessment Advisory Committee, New Jersey Basic Skills Council
Review Cycle: Fall 1984 Cohort (Followed Through Spring 86)

Policy Administration

Students tested (percent of those required to be tested, all sectors). Full-time (FT) & Part-time (PT): 90%, in accordance with Board of Higher Education policy.

Students enrolled in remediation within two semesters (percent of those identified as needing remediation, all sectors). FT: 90%, in accordance with Board of Higher Education policy. PT: no standard set.

Note: The Assessment Committee has chosen not to apply this two-semester enrollment standard in the case of elementary algebra. Algebra students at most colleges must first satisfy a computation requirement; thus, the two mathematics skill areas can be linked in a way that postpones enrollment in algebra remediation. Holding colleges to the two-semester requirement in algebra would seem unreasonable if large numbers of the students must first take one or more computation courses. The committee is currently studying the extent to which such "linkages" exist.

Students present fourth semester who had not yet begun remediation (of those identified as needing remediation, all sectors). FT: head count of 10 students. PT: no standard set.

Placement Criteria

NJCBSPT scaled scores below which students were placed into remediation (among the multiple criteria used to ascertain skills preparedness). All sectors: Reading Comprehension (NJCBSPT-RC), 161; Sentence Sense (-SS), 161; Essay, 8; Math Computation (-MC), 165; Elementary Algebra (-EA), 167.

The above provisional standards for -RC, -SS, -MC and -EA are identical to the minima uniformly adopted (in 1982) by the county college presidents; thus, they represent some measure of consensus among colleges in the largest sector. Further, each of these scaled scores corresponds to the "lack proficiency" cutoff established by the Basic Skills Council. It should be kept in mind, therefore, that these cutoffs represent minimal (not optimal) placement criteria.

Cut-scores on the NJCBSPT and the mix of criteria that can be used for placement decisions are not dictated by Board mandate; rather, these choices are left to the individual colleges to make, in keeping with the local missions and goals of the respective institutions and the nature of the populations of students to be served. The committee's purpose here was to establish a common frame of reference for commenting on the appropriateness of whatever standards were used. In its view, no institution should set placement criteria below the "floor" levels set by the Council.

Other review considerations: Were the same standards used for all students? Were the exit criteria at least as rigorous as the college's original placement criteria?

Remedial Course Outcomes

Passing rate for final level of remediation (percent of those enrolled in final-level course. FT & PT). County Colleges: 70%. State Colleges. Rutgers & NJIT: 80%.

Retesting (post-testing) of students who successfully completed their final-level remedial course work (percent of those passing the final-level course who attained the minimum level on the retest/post-test. FT & PT combined). The committee has not as yet set a provisional standard on this indicator. Nonetheless. comment was made. where appropriate. along the following lines: Was retesting/post-testing conducted and reported for all areas? Were retests/post-tests administered to all students completing final-level remedial courses? Did the institution report data for the specified cohort or for some mixture of cohorts? Is the proportion of students reported to have reached the minimum level especially high? Especially low?

Note that these data for the Fall 1984 cohort were submitted prior to the Board of Higher Education's specific resolution on post-testing. The first group of entering students under the mandate is the Fall '87 cohort. Nevertheless. the 1984-86 reporting guidelines called for the submission of data on post-testing.

Data on post-testing for these reporting purposes has little to do with the documenting of individual student gains. The central question being asked is the same as that asked during the original placement testing: did the students have the skills to succeed in college-level courses? Since it makes more sense to think of these data as the aggregate results of a second sitting of a placement test. the Basic Skills Council prefers the term "retesting."

Subsequent Academic Performance

Passing rate for first (subsequent) college-level course in skill area, students who needed and completed remediation vs. non-remedial students (percent of those enrolled for each study group. FT only). The standard takes the form of the expected difference in percentage points of remediated groups's performance below that of the non-remedial group. All sectors: 5.

Cumulative GPA (fourth semester) greater than or equal to 2.0, students who needed and completed remediation vs. non-remedial students (percent of each study group. FT only). The standard takes the form of the expected difference in percentage points of the remediated group's performance below that of the non-remedial group. County Colleges: 20. State Colleges. Rutgers & NJIT: 15.

Retention rate, students who needed and completed remediation vs. non-remedial students (percent of each study group present in the fourth semester. FT only). All sectors: value for remediated group equal to that for non-remedial group.

The Basic Skills Council recognizes that this is a high standard. Moreover. absolute value comparisons among institutions are especially misleading and should be avoided.

Successful survival rate (based on cumulative GPA. fourth semester). students who needed and completed remediation vs. non-remedial students (percent of each study group. FT only). The standard is in the form of the expected difference in percentage points of remediated group's performance below that of the non-remedial group. County Colleges: 10. State Colleges. Rutgers & NJIT: 7.

Additional Considerations

Relationship among the indicators. Was the picture painted by each indicator consistent with the story told by the other indicators?

Discrepancies among skill areas within an institution. Were there sizable differences among the skill areas in the outcomes depicted by each of the indicators?

Longitudinal trends. In comparing these data to those submitted for the previous review cycle (i.e.. Fall. 1983 entering cohort followed through Spring. 1985), were there readily apparent directional trends?

Overall complete, thorough and accurate data collection and reporting, in accordance with the guidelines of the Basic Skills Council.

TABLE 1

READING

DISTRIBUTION OF REMEDIAL PROGRAMS BY NUMBER OF PROVISIONAL STANDARDS MET*

Student Outcome Indicators, Full-Time Students

1984-86

0	1	2	3	4	5
		Salem	Brookdale** Cumberland Hudson Passaic RU-Newark RU-New Brunswick Trenton** Wm. Paterson	Atlantic Burlington Camden Essex Gloucester Jersey City Mercer Montclair Morris Raritan Valley Union	Bergen Glassboro Kean Middlesex Ocean Ramapo Stockton RU-Camden

Number of Provisional Standards Met

Attachment B

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*Retest results are not included. In addition, this analysis does not take into consideration the "starting" skills levels of the entering students, criteria used to place students into remediation, relationships among various indicators, extent by which programs "met" or "missed" reaching a given provisional standard, and numbers of students affected at a given institution.

**Data available for only three of the five indicators.

TABLE 2

WRITING

DISTRIBUTION OF REMEDIAL PROGRAMS BY NUMBER OF PROVISIONAL STANDARDS MET*

Student Outcome Indicators, Full-Time Students

1984-86

0	1	2	3	4	5
	Passaic	Jersey City Mercer Montclair Morris Salem Union Wm. Paterson	Brookdale** Cumberland Essex Hudson Kean NJIT Ramapo Raritan Valley RU-New Brunswick Trenton**	Atlantic Burlington Camden Glassboro Ocean	Bergen Gloucester Middlesex Stockton RU-Camden

Number of Provisional Standards Met

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*Retest results are not included. In addition, this analysis does not take into consideration the "starting" skills levels of the entering students, criteria used to place students into remediation, relationships among various indicators, extent by which programs "met" or "missed" reaching a given provisional standard, and numbers of students affected at a given institution.

**Data available for only three of the five indicators.

Attachment B, cont.

TABLE 3

COMPUTATION

DISTRIBUTION OF REMEDIAL PROGRAMS BY NUMBER OF PROVISIONAL STANDARDS MET*

Student Outcome Indicators, Full-Time Students

1984-86

Salem	Cumberland Ramapo	Atlantic Brookdale** Gloucester Jersey City Morris Stockton Trenton**	Burlington Essex Glassboro Hudson Montclair Ocean Passaic Raritan Valley Union Wm. Paterson	Camden Mercer Middlesex	Bergen
0	1	2	3	4	5

Number of Provisional Standards Met

---

*Retest results are not included. In addition, this analysis does not take into consideration the "starting" skills levels of the entering students, criteria used to place students into remediation, relationships among various indicators, extent by which programs "met" or "missed" reaching a given provisional standard, and numbers of students affected at a given institution.

**Data available for only three of the five indicators.

Attachment B, cont.

TABLE 4

ELEMENTARY ALGEBRA

DISTRIBUTION OF REMEDIAL PROGRAMS BY NUMBER OF PROVISIONAL STANDARDS MET*

Student Outcome Indicators, Full-Time Students

1984-86

0	1	2	3	4	5
	Brookdale** Cumberland Hudson Trenton**	Passaic Ramapo	Bergen Essex Jersey City Kean Mercer Morris RU-New Brunswick Salem Union	Burlington Camden Glassboro Middlesex Raritan Valley RU-Camden RU-Newark	Montclair Wm. Paterson

Number of Provisional Standards Met

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*Retest results are not included. In addition, this analysis does not take into consideration the "starting" skills levels of the entering students, criteria used to place students into remediation, relationships among various indicators, extent by which programs "met" or "missed" reaching a given provisional standard, and numbers of students affected at a given institution.

**Data available for only three of the five indicators.

New Jersey
Institute of
Technology

Department of Humanities

December 16, 1988

Dr. T. Edward Hollander
Chancellor of Higher Education
State of New Jersey
20 West State Street
Trenton, NJ 08625

Dear Chancellor Hollander:

I am pleased to send you and the Board of Higher Education the New Jersey College Basic Skills Council's Report on the Effectiveness of Remedial Programs, 1984-86. This year's report creates a new format for gathering and analyzing information on the basic skills testing, placement, and subsequent performance of students in New Jersey's public colleges and universities.

The report documents the efforts of the colleges to comply with previous Board resolutions regarding the testing and placement of entering students. In addition, it breaks new ground in that it establishes provisional standards for each of the criteria by which remedial programs are evaluated and shows the extent to which individual colleges meet those high standards. This innovative format will be followed in subsequent Effectiveness Reports.

I would like to express my thanks to the Council's Assessment Committee for its long and careful work on this report. Assessing the effectiveness of educational programs is a difficult and complex process, and I think this report will serve as a model for accurate and fair evaluation in future assessments in New Jersey and in other states as well.

Sincerely,

Robert E. Lynch
Professor of English,
Chair, New Jersey College
Basic Skills Council

Newark, New Jersey 07102
(201) 596-3266

ACKNOWLEDGMENTS

The Basic Skills Council and the Department of Higher Education wish to thank the members of the Council's Assessment Advisory Committee who volunteered so much professional time to create the college program reviews that form the core of this report. Well over one hundred programs were individually reviewed, many over three and four meetings each. This was a hard-working committee whose meticulous efforts and unfailing objectivity in reviewing the programs of sister institutions went far beyond the scope of a short-term "advisory" group.

In addition, the Assessment Committee acknowledges the substantive and invaluable contribution of Dr. Dennis P. Levy, Program Officer with the Department's Basic Skills Assessment Program. Dr. Levy's management, indeed mastery, of the voluminous data and documents on which this report is based was indispensable to the success of an otherwise overwhelming task. The Committee extends its respect and thanks to him.

EXECUTIVE SUMMARY

The New Jersey College Basic Skills Council reports to the Board of Higher Education on the status of the reading, writing, and mathematical skills of incoming freshmen and on the effectiveness of remedial programs in the public colleges and universities. Statewide test results on the New Jersey College Basic Skills Placement Test (NJCBSPT) have consistently shown that from 31 percent (in verbal skills) to 60 percent (in algebra) of entering college students lack proficiency in at least one skill area. In order to monitor the effectiveness of remedial programs, extensive follow-up data on these students are collected from each of the public colleges and universities. This report contains an evaluation of each college's remedial programs and represents the work of the Council's Assessment Advisory Committee.

This report tracks the academic outcome of full-time students who entered our public colleges in the fall of 1984 (over four semesters). The analysis combines measures of the colleges' administrative efficiency in testing and enrolling students in needed remedial courses, reviews of placement criteria, and multiple statistical indicators of remedial program effectiveness.

While a four-semester overview of each of the collegiate sectors is presented to provide a sense of the broader picture, the primary purpose of this report is to delineate strengths and areas of concern found during the review of each remedial program in each of the thirty-two public colleges and universities. While many of the findings of the four-semester overview are common to most programs, the individual program reviews are the core of this report.

The present analysis differs from the previous reports in this series first in this focus on the details of individual programs, and second, in the fact that uniform standards were developed and used by the Basic Skills Council's Assessment Committee to guide its standardized treatment of all remedial programs.

Assessment Design Choices and Caveats

Most data reported and policy issues raised in this report reflect conditions in the colleges as of the spring of 1986 and consequently may not reflect the impact of any programmatic changes made by the colleges in the interim. The next report in this series will combine data reported for two successive cohorts of students, i.e., for the 1985-87 and 1986-88 periods, to provide a longitudinal analysis across two cohorts. In this report on individual colleges, the committee commented on known changes between the 1983-85 and the 1984-86 cohorts where appropriate.

The remedial skill areas within each college, i.e., reading, writing, computation and elementary algebra, were reported on and analyzed separately by a lengthy process of committee discussion and consensus. Within each skill area this review presents a comparison, using multiple measures, of three groups: students who did not need remediation; students who needed and completed remediation; and students who needed but did not complete remediation. The individual college profiles stress the comparison between the first two groups of students whereas the four-semester overview treats all three.

The evaluation design chosen is not one of a "controlled" experiment, i.e., one that withholds remediation from a randomly chosen needy group of students and compares their result to a "remediated" group. Such an "experiment" which would deny remedial help to a substantial number of students who need it would present obvious ethical, public policy, and governance problems. Rather, our strategy is to gather meaningful data on multiple indicators relating to most of the aspects relevant to a successful program. For example, regarding those students placed by a college in a remedial course sequence, the assessment is designed to produce answers to the following questions: What percentage pass the remedial course? If retests are given, what percentage attain the placement criteria for the first college-level course? What percentage are retained in college for four semesters? What are the grade point averages (GPA's) of retained students? What percentage of these students have a "C" average (or better)? What percentage of these students pass their first (subsequent) college-level course that requires the remediated skill?

Judging the effectiveness of a program on only one or two of these indicators would not produce an accurate assessment of the college program. A pattern analysis of individual programs, much like a "personality profile," is required. Within such an analysis, based solely on statistical indicators, a potential exists both for unwarranted criticism and for unfounded praise. For example, do high remedial course passing rates, among other possibilities, indicate effective instruction or lax grading standards? An integrated analysis of retest competence and subsequent college-level course performance can help answer such a question.

The percentage of remediated students reaching the colleges' placement minimums on the retest is one of the indicators needed in making judgments about the college programs. Not all colleges provided such data on their students for this report. The requirement to provide retest data has been a part of the Council's reporting guidelines for over six years.

The last report in this series (on the 1983-85 cohort of students) recommended that all public colleges employ exit-testing for their remedial programs. It was further recommended that appropriate standardized tests such as the NJCBSPT be used. If tests other than the NJCBSPT were to be used, equating studies comparing the nominated test to the NJCBSPT were to be done by the college according to guidelines issued by the Council. Lastly, the Council's recommendation left open to colleges the option of testing all exiting remedial students or a random, representative sample. After receiving written feedback on the issue from the college presidents, the Board of Higher Education passed a resolution (February 20, 1987) that required colleges, beginning in the fall of 1987, "...to employ students' performance on an appropriate standardized post-test as one of the multiple criteria required for all students to exit a remedial course sequence." The resolution stipulated that "the preferred post-testing instrument is the appropriate sections of the New Jersey College Basic Skills Placement Test." The resolution also called upon the colleges to report what percentage of students exiting remediation achieve the NJCBSPT score(s) which the college itself had determined as appropriate for placement into the regular, college-level course.

Note that the data treated in this report (for the Fall 1984 cohort) were submitted prior to the Board's specific resolution on post-testing. The first group of entering students under the mandate is the Fall '87 cohort. Because of this, the Assessment Committee has not as yet set a provisional standard on this indicator.

Four-Semester Outcomes

Reading. Of the 11,699 students across all sectors who enrolled in needed reading remedial courses, 10,139 reached the final level of their college's remedial sequence and 7,922 passed. Students who passed were retained in the fourth semester at the same rate (64%) as their non-remedial peers. This finding is encouraging, since many would expect that underprepared readers would leave college in greater proportion than non-remedial students. In contrast, students not completing needed remediation in reading had only a 28% retention rate in the fourth semester. In the subsequent college-level English course, completers passed at an average rate of 83% compared to 87% of the non-remedial students. After four semesters, remediation completers averaged ten fewer credits earned (40 vs. 50) than non-remedial students. Their mean GPA in the fourth semester was above a "C" (2.23) but approximately four tenths of a point less than that of the non-remedial students (2.61). In both their percentage of GPA's at or above a "C" and in their Successful Survival Rate (SSR) in college, the remediation completers were behind the non-remedial group. However, these differences in relative performance between the two groups were smaller than those reported for 1983-85.

Writing. Of the 10,331 students statewide who were enrolled in remedial writing courses, 9,424 reached the final level at their respective colleges and 7,251 passed. Students who passed were retained at their colleges in the fourth semester at a slightly higher rate (64% vs. 63%) than non-remedial students. Students who did not complete needed writing remediation, on the other hand, had only a 19% retention rate in the fourth semester. In the subsequent college-level English composition courses, the passing rate of students who had completed remediation was within seven percentage points of that of the non-remedial students (80% vs. 87%). After four semesters, remediation completers averaged ten fewer credits earned (40 vs. 50) than non-remedial students. As with students completing reading remediation, the grade point averages of the writing completers were above a "C" (2.20) but fell four tenths of a point below that of their non-remedial peers (2.62). The percentage of writing remediation completers whose GPA's were at or above a "C" was 19 percentage points below that of the non-remedial students. Similarly, the SSR's of the two groups differed by 11 percentage points. However, it was noted that in every college sector the differences between the two groups of students had improved over the 1983-85 cohort rates.

Computation. Of the 11,473 students who enrolled in needed computation remediation, 9,691 reached the final level of their college's computation offerings and 6,880 passed. The passing percentages were lower in computation than in reading or writing. Students who passed were retained at a slightly higher rate (60%) in their fourth semester than their non-remedial counterparts (58%). While encouraging as a pattern, the fact that the retention rate for computation completers was four percentage points lower than that of reading or writing completers suggests that more could be done to help such students stay in college.

In a variety of subsequent college-level courses requiring some quantitative skill, the students who completed computation remediation passed the courses at rates that averaged within ten percentage points (72% vs. 82%) of non-remedial students in the same courses. The analysis of the cohort completing computation was complicated by the fact that at some institutions a portion of computation completers may also have taken elementary algebra before taking the follow-up college math course, thus "mixing" the cohort in unknown ways.

After four semesters, students who completed computation remediation were, on average, ten credits (38 vs. 48) behind their non-remedial peers. In addition, students completing computation as a group maintained cumulative GPA's above a "C" (2.22) but not as high as non-remedial students (2.56). It was noted that in both the percentage of GPA's at or above a "C" and in SSR the present cohort of students was farther behind their non-remedial peers than was the case with the 1983-85 cohort.

Elementary Algebra. Of the 8,527 students who enrolled in elementary algebra remediation, 8,195 reached the final level of their colleges' course sequence and 5,964 passed. In every sector, the students who completed remediation were retained at the fourth semester at a higher rate (72%) than students who never needed algebra remediation (68%). The four-point advantage in retention rate of remediation-completed over non-remedial students was the highest recorded among the four remedial areas.

The size of the cohort enrolled in elementary algebra (8,527) was much smaller than the groups enrolled in the other skill areas because (1) many students must complete computation requirements before enrolling in needed algebra remediation and (2) some colleges exempt low-scoring students from algebra remediation based on students' choice of major (see Elementary Algebra as a Basic Skill section on the following page).

In their first (subsequent) college-level mathematics courses, algebra remediation completers who were followed up averaged a 74% passing rate statewide, compared to 81% for non-remedial students in the same courses. The seven percentage point difference was the same as that noted for writing remediated students in subsequent English composition courses but a wider gap than the four percentage point difference observed in reading. In addition, algebra completers averaged seven fewer credits earned (44 vs. 51) than non-remedial students.

Students completing algebra remediation posted the highest four semester cumulative GPA (2.43) observed for any of the skill areas and closest to that of the non-remedial comparison group (2.61). Similarly, the percentage of algebra completers posting GPA's at or above a "C" was the highest of the skill areas (76%) and came closest (within six percentage points) to the non-remedial group (82%).

At both the county and state colleges, the SSR of the algebra completers exceeded that of the non-remedial students. The favorable combination of higher retention rates and strong GPA's for remediation completers made algebra the only skill area where this reversal of the usual pattern occurred.

Recommendations

1. This report lists "areas of concern" for each college's remedial programs. These judgments were produced after thorough analysis and consensus by the Council's Assessment Advisory Committee. It is recommended that the Department of Higher Education (DHE) call on each of the colleges to respond in writing to the concerns raised in the profiles, especially in light of any changes that may have been implemented on the campuses since the data in this report were submitted.

2. The standards set for acceptable performance by remedial programs on each of the outcome indicators referenced in this report were labeled "provisional" by the Assessment Committee. The Basic Skills Council recommends that the DHE seek further input from the colleges to aid in refining the standards. The Council invites the colleges both to contribute more fully to definitions of program performance standards and to interpret more productively the significance of their own program statistics. The Council invites a statewide discussion of standards and methods of assessment.

3. Improvement in the areas of concern identified in the college profiles will more likely be forthcoming if faculty and remedial program directors can express their initiative in seeking funding targeted for program improvement. The DHE's grant programs have succeeded in providing such a vehicle for course improvement, equipment acquisition, pre-college articulation, and the like but have, to date, specifically excluded remedial programs and courses. The Council recommends that the Department identify grant funding sources for which remedial programs will be eligible. These sources should be separately earmarked for reading/writing and for mathematics.

4. The Council's guidelines for the preparation of institutional effectiveness reports should be viewed as minimum evaluation requirements. The Council once again urges colleges to conduct local research efforts that focus on areas needing improvement, that serve to advance the effectiveness of student learning in established programs, and that evaluate patterns over time to reveal more about the strengths and weaknesses of individual programs. Such local studies should be formally presented to the institution's Board of Trustees. The Council would welcome the receipt of such reports from institutions for the purpose of sharing information among colleges.

5. Local institutional research focusing on the impact of remedial programs should be a funding priority for campus administrators. However, in the course of preparing individual college profiles for this report it often became clear that there are research questions which transcend the individual campus. Examples of such questions might include investigations of the optimum match between student placement test score distributions and the number of course levels of remediation required; the match between student learning styles and faculty-chosen modes of instruction; or, the relation between "concurrent enrollment" and chance of graduation. To study such issues on a large-scale basis, the Council recommends that the DHE create a commissioned research fund on which the Basic Skills Council could draw to hire consultants capable of conducting research of this type.

6. Faculty teaching basic reading, writing and mathematics courses should have access to the latest research on effective teaching methods. The Council recommends that the Board of Higher Education continue to foster statewide networks designed to collect and exchange information on pedagogical methods.

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A. INTRODUCTION

Purpose

All full-time and most part-time students entering New Jersey public colleges and universities are required to take the New Jersey College Basic Skills Placement Test (NJCBSPT). Students whose scores fall below their college's placement criteria in reading, writing, and/or computation must enroll in the appropriate remedial course. Students needing remediation in algebra have the same requirement in most colleges, although some colleges exempt students from algebra remediation if their major is not math-intensive. All public institutions of higher education have remedial programs in at least three of these four skill areas.

The purpose of this report, the third such four-semester analysis by the Basic Skills Council for the Board of Higher Education, is to evaluate the effectiveness of these remedial programs in New Jersey's public colleges and universities. The report is based primarily on data submitted by each of the colleges; it evaluates individual programs at individual colleges, not any college as a whole or the state-wide system of remedial education.

This report tracks the progress of full-time students who entered our colleges in the fall of 1984 over four semesters (through spring, 1986). Its completion was delayed by a number of interrelated factors: (1) the colleges, due to changes in the reporting guidelines, tended to submit their data later than usual; (2) the February, 1987 resolution of the Board of Higher Education directed the Basic Skills Council to "further specify how the multiple outcome indicators can be used to evaluate the effectiveness of remedial programs and to develop a review process which will identify the programs that are effective and those that need to be improved"; (3) the revised methodology and the provisional standards for the indicators were a product of lengthy discussion in committee; and (4) the introduction of the standards and a new reporting format required that each of the profiles undergo substantial rewriting. Data for the next two cohorts of students, i.e., Fall 1985 and Fall 1986 entrants, have already been submitted by the colleges to the Basic Skills Assessment Program. As reporting formats and methodology will not change substantially, it is anticipated that the report to the Board on the effectiveness of remedial programs for these two groups will be forthcoming in the next academic year.

The data in this report reveal conditions as they were in 1984-86. Many colleges indicated either in the descriptive narratives that accompanied these data (as part of the institutional reports) or in their "pre-publication" review of the profiles that many of the problems identified in this report (i.e., for the Fall 1984 cohort) have been addressed. The institutional profiles in this report record the known changes and modifications where appropriate.

For the first time, this report incorporates data on administration of the New Jersey College Basic Skills Placement Test (NJCBSPT) and on the placement of students into remedial courses. This information had previously been summarized in the report, "Character of Remedial Programs in New Jersey's Public Colleges." These indicators of the efficiency with which an institution tests and successfully enrolls students in remedial courses are treated along with the several indicators of program effectiveness (e.g., success rates in subsequent college-level courses) to produce an overall profile of each program's performance.

In addition to including efficiency measures, this report differs from previous effectiveness reports in two other significant ways. First, it uses these various indicators to create a profile of a program's performance. By analyzing indicators both separately and in concert, the Council portrays both the strengths of these remedial programs and aspects of each program in need of improvement. Second, standards are associated with each of the indicators. That is, for each indicator, a level below which a college's program should not fall has been established, in some cases by the Board of Higher Education (e.g., the 90% standard for testing of eligible students). Standards set by the Council and its Assessment Advisory Committee are as yet provisional; they are to be reviewed by all the colleges and the committee before they are made permanent standards by the Council.

This report also includes graphs which capture a college's remedial program performance across most indicators. They accompany the profiles which describe each college's programmatic effort in the four skill areas.

Diversity and Accountability

Each of the thirty-two institutions whose programs are evaluated has a distinct mission and a heterogeneous student body with a wide range of basic skills preparation. By carefully examining each college's programs using multiple indicators, the Basic Skills Council recognizes that diversity of mission and program. It seeks to strengthen individual programs through a collegial process of both citing strengths and recommending areas for improvement, based upon an interpretation of the data made by the Assessment Committee through a process of consensus.

At the same time, the Council recognizes demands for accountability. The percentage of students in need of remediation has not diminished since the initiation of basic skills testing ten years ago. Because of the magnitude of the effort by the colleges and the investment of the state in remedial education, it is essential that each of the thirty-two institutions be publicly accountable for its programs' performance. This report performs the complex task of painting a fair and accurate picture of each college's remedial programs; by doing so, the Council hopes to fulfill one of its important missions, i.e., both to hold institutions accountable for the effectiveness of their remedial programs and to advocate for the enhancement of remedial education in New Jersey.

Organization of this Report

This introduction is followed by: (1) a detailed description of the assessment design used in evaluating remedial program effectiveness; and (2) the major portion of the report, the individual college profiles. The latter section begins with an explanation of the review methodology used in committee, a list of provisional standards and a brief description of how to read the graphs that accompany each of the remedial program profiles.

Following the individual profiles is an overview of remedial program effectiveness within sectors and statewide. Comprehensive data tables used in the evaluation of each remedial program and in the compilation of sector and statewide results appear in Appendix B. The report concludes with recommendations based on the analyses of remedial program effectiveness.

B. ASSESSMENT DESIGN

Evaluating any educational program is a difficult and complex process. The Basic Skills Council's goal of evaluating remedial programs in a consistent manner depends upon formulation of a common set of questions and definitions which yield useful data yet permit recognition of institutional idiosyncrasies and preserve institutional autonomy. Nevertheless, when so many diverse programs at very different kinds of institutions have to be assessed on the basis of uniform procedures, program evaluation becomes a formidable undertaking.

The Assessment Advisory Committee

Recognizing the complexity of the data collection and analysis involved in an adequate and fair evaluation of the state's post-secondary remedial programs, the Basic Skills Council created the Assessment Advisory Committee to devise and conduct a review of the effectiveness of the remedial programs at New Jersey public colleges. The committee, composed of basic skills program coordinators and faculty, institutional researchers and other administrative staff representing each sector of New Jersey public higher education, refines and extends the assessment design each year.

Institutional Reports and Follow-Up

An annual report on remedial program effectiveness, which includes both a set of tabular data and descriptive text, is required of each college. Successive institutional reports in this series are prepared in accordance with detailed "Guidelines For Preparation of Institutional Reports on Remedial Program Effectiveness" which are issued by the Council each spring (see Appendix A). Each set of guidelines directs the colleges to report on a defined entering cohort of students and to provide data on the students' performance over four semesters. Further, the guidelines ask colleges to analyze and report data separately for each of four basic skills areas: reading, writing, computation and elementary algebra.

In addition, colleges are required to complete an "Annual Basic Skills Questionnaire." The questionnaire further probes institutional policies and the efficiency of the testing, identification and enrollment of skills-deficient students in remedial courses, primarily within the first academic year.

By design, the Council's report predominantly reflects group statistics submitted by the institutions. However, most of the colleges' reports also included detailed narrative sections containing information such as the following: history of the program, placement policies and procedures, remedial course descriptions, support services, staffing patterns, college policies, unusual problems and difficulties, and a "self-analysis" of student performance results. This additional information provided a valuable context for interpreting the numerical data and for resolving discrepancies. The Assessment Advisory Committee would like to stress the importance of the individual college narrative descriptions in helping to understand the meaning behind the numbers.

The Research Cohort

The fundamental study group treated in this report is the "Fall 1984" entering cohort of students. Thus, students whose data are included in this report began college in the summer or fall of 1984; these students were then followed through spring semester of 1986.

The cohort definition is based on the Department of Higher Education's definitions of the students required to be tested with the NJCBSPT. Degree-seeking students, part-time students who register for a course that would result in the accumulation of 12 or more credits, regular, special and EOF admits, and transfer students who have not received transfer credit for freshman composition and mathematics are among those students required to be tested by each institution. However, all ESL/bilingual students and students who have completed ESL/bilingual programs are excluded from the "effectiveness" cohort. Thus, the basic skills programs in some institutions may serve a sizable population of students whose data are not treated here.

It is important to keep in mind that the crucial unit of analysis here is *programs*, not institutions and not individual students. A basic dilemma is whether each program's functioning is adequately reflected in its reported data. A longitudinal analysis--that is, an analysis of more than one cohort of students--is the fairest and most accurate way to assess programs and the only way to spot possible trends. For this reason, the Assessment Committee viewed data for the 1984 cohort alongside of comparable outcomes for the previous (1983) cohort. Data for the earlier cohort have already been reported to the Board (November 21, 1986 report on the "Effectiveness of Remedial Programs in New Jersey Public Colleges and Universities, Fall 1983-Spring 1985").

Use of Multiple Indicators

Because no single measure could provide sufficient information on the effectiveness of remedial programs, it was decided to identify multiple outcome measures which would provide evidence in context, even if it could only be interpreted cumulatively. If multiple measures for a program or programs form a consistent pattern, then adequate conclusions on the effectiveness of remediation at the institution can be drawn.

Our strategy, then, is to gather data on multiple indicators which relate to aspects that are relevant to a successful program. For example, regarding those students placed by a college in a particular remedial course sequence, the assessment is designed to produce answers to the following kinds of questions: What percentage pass the remedial course? Of students passing the remedial course, what percentage actually attain the college-level placement criterion on the retest? What percentage of these students pass their first (subsequent) college-level course that requires the remediated skill? What percentage are retained in college for four semesters? What percentage of retained students have a "C" or better average?

Judging the effectiveness of a program on only one or two of these indicators would not produce an accurate assessment of the college program. A pattern analysis of individual programs, much like a "personality profile," is required. Within such an analysis, especially if based solely on statistical indicators, a potential exists both for unwarranted criticism and for unfounded praise. For example, do high remedial course passing rates indicate, among other possibilities, effective instruction or lax grading standards? Only integrated analyses of retest competence and subsequent college-level course performance can help answer such questions.

Outcome Indicators: An Overview

The principal indicators to ascertain remedial program effectiveness can be divided for convenience into four discrete sets:

1) policy administration (i.e., students tested, two-semester remedial enrollments, students present fourth semester and not yet enrolled in needed remediation);

2) placement criteria;

3) remedial course outcomes (i.e., passing rates in final-level remedial courses, retest results); and

4) subsequent academic performance (i.e., passing rates in first or subsequent college-level course in skill area, percents of students with cumulative GPA's of "C" or above, retention and successful survival rates).

In addition to the indicators listed above, the committee reviewed other valuable data (e.g., remedial course enrollments within four semesters, credits attempted and earned for the fourth semester alone and also cumulatively, mean GPA's for the fourth semester along and cumulatively) which, although not expressly treated in each of the remedial program profiles, nonetheless aided in interpreting the results and in recognizing patterns (comprehensive data tables for each of the remedial programs appear in Appendix B).

Each of the sets of indicators is described below.

Policy Administration

Students tested. The New Jersey College Basic Skills Placement Test (NJCBSPT) is administered to students after they are admitted to public college but before they register for courses. Colleges use the test scores for placement purposes, not for admissions decisions. The indicator in this case is the percentage of students tested (of those required to be tested). The Board of Higher Education requires that at least 90% of the "required" students be tested.

Remedial enrollments within two semesters. To serve students well, colleges must ensure that those who are identified as needing remediation enroll promptly in appropriate courses. Institutions provide data on the number and percentage of students who were identified as needing remediation and were enrolled in the appropriate remedial course(s) within their first two semesters. The Board requires that at least 90% of the full-time students who were identified as needing remediation begin the needed remediation within two semesters.

The Assessment Committee has chosen not to apply this two-semester enrollment standard in the case of elementary algebra. Algebra students at most colleges must first satisfy a computation requirement; thus, the two mathematics skill areas can be linked in a way that postpones enrollment in algebra remediation. Holding colleges to the two-semester requirement in algebra would seem unreasonable if large numbers of the students must first take one or more computation courses. The committee is currently studying the extent to which such "linkages" exist.

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Students present in the fourth semester who had not yet begun remediation. One telling indication of the degree to which timely help is given to students who need the help is the number of identified, full-time students in a skill area who were presentin the fourth semester without having enrolled in appropriate remedial courses. These would be skills-deficient students on campus who had yet to begin the necessary remedial course work four semesters after admission. An obvious goal would be to have no such students.

Placement Criteria

The colleges identify students in need of remediation in each skill area. Cut-scores on the NJCBSPT and the mix of criteria that can be used for these decisions are not dictated by Board mandate; rather, these choices are left to the individual colleges to make, in keeping with the local missions and goals of the respective institutions and the nature of the populations of students to be served. However, no institution should set placement criteria below the "floor" levels set by the Council in its annual report on New Jersey College Basic Skills Placement Test results.

Based upon its understanding of the content and difficulty level of the NJCBSPT, and upon recommendations of its two test-development advisory committees, the Council has published general guidelines to assist in interpreting scores on each of its subtests ("Interpreting Scores on the New Jersey College Basic Skills Placement Test," "Interpreting Mathematics Scores on the New Jersey College Basic Skills Placement Test," "Scoring the Essays"). Over the years, the Council has suggested minimum proficiency standards on its test. As part of the "effectiveness" review, the Assessment Committee comments on the appropriateness of NJCBSPT placement criteria that were used, in keeping with the recommendations of the Council.

If colleges use placement criteria that are set too low, some skills-deficient students will be placed erroneously into college-level courses. Such overplacement is likely to lead to either a high dropout/failure rate or to a subsequent lowering of college academic standards, as instructors reduce their requirements to meet the lower skills level of the students they encounter. Conversely, placement criteria that are set too high will result in too many students being placed into remedial courses which they may not need. Many New Jersey public colleges now have two or more levels of remedial courses in a skill area and use the NJCBSPT not only to establish minima, but also for placement into these remedial levels.

Remedial Course Outcomes

Remedial course passing rate. Colleges report on the passing rates in the final-level remedial course in a skills sequence. In general, a low passing rate indicates a problem which should be investigated. It may be a warning about the quality of instruction, or it may mean that the level of the course taught is too high for a large majority of the students. (In this latter case, more class hours or a lower-level course may be appropriate.) It may also signal the need to reexamine placement criteria and procedures (i.e., some students may have been placed at a level higher than they could handle). On the other hand, a high passing rate may or may not be a good sign. It may indicate good teaching at an appropriate level for the students. However, it could also be a clue that the course is too easy for a large number of students. Analysis of other indicators is needed to resolve such issues. Colleges should aim for the highest possible passing rates in these remedial courses consistent with students attaining proficiency in the skill area being addressed.

Retesting (post-testing). Retest results on remediated students provide one of many indicators of program effectiveness. In the absence of similar data for a comparable control group, conclusions from such test results must still be open to several interpretations. Moreover, if assessment were to be based solely on significant differences between pre-test and post-test scores (i.e., student "gains"), almost all remedial programs would appear to be effective.

Recognizing the problems inherent in interpreting pre- and post-test data, the Assessment Committee has de-emphasized the use of "gain" scores. Instead, the focus has been on the percentage of those completing remediation who reach the minimum score level on the retest--that is, the percentage of "passing" students who attain the scaled/standardized score (or algorithm of scores) on the NJCBSPT which was used among other criteria to differentiate remedial vs. non-remedial students at the time of the original placement testing. Thus, the central question being asked is the same as that asked during the original placement testing: did the students have the skills to succeed in college-level courses? Since it makes more sense to think of these data as the aggregate results of a second sitting of a placement test, the Basic Skills Council prefers the term "retesting."

Since 1982, the Basic Skills Council has prepared reports for the Board of Higher Education to document the success of remedial programs within the colleges. These annual reports urge the Board to continue its support of remedial efforts in the colleges. Because "post-test" data submitted by the colleges for previous reports were so sporadic and varied, they did not present convincing arguments for program effectiveness. Therefore, the Council recommended that a standardized test, such as NJCBSPT, be used on a statewide basis. After consulting with the colleges, Chancellor Hollander prepared the resolution requiring retesting which the Board passed in February, 1987. That resolution reaffirms the responsibility of the colleges to provide effective remedial programs for students identified as deficient in basic skills. It emphasizes the importance of multiple criteria in evaluating students and calls upon the colleges to retest students, as they move from remedial to regular courses, with the NJCBSPT (or an equated substitute test). Specifically, it calls upon the colleges to report what percentage of its remedial students achieve the NJCBSPT score which the college itself has determined as appropriate for placement in the regular, college-level course.

The 1984-86 reporting guidelines called for the submission of data on retesting (see Appendix A). Institutions were to report the test(s) used, the minimum score needed to determine proficiency, the pre- and post-test means and standard deviations, as well as the percentage of students who passed the final remedial level and reached the college's minimum score on the retest. Not all colleges provided such data on their students. Keep in mind, however, that the institutional reports reviewed here (for the Fall 1984 cohort) were submitted prior to the Board of Higher Education's specific resolution on post-testing. (The first group of entering students under the mandate is the Fall '87 cohort.) For this reason, the Assessment Committee has not as yet established a provisional standard for the retest indicator.

Subsequent Academic Performance

Our approach to the evaluation of follow-up academic performance uses multiple measures to compare each of three full-time student groups within the colleges. Students who need and complete remediation are, on the one hand, compared with students who did not need remediation. On the other hand, remediation-completed students are compared with students who did not complete needed remediation. This is a "relative" form of comparison in that it judges the performance of a college's remedial program relative to the college's own standard--its non-remedial student outcomes. The individual college profiles stress the comparison between the first two groups of students whereas the four-semester overview treats comparisons among all three groups.

Passing rates for first (subsequent) college-level course in skill area. Colleges reported the passing rates for both remediation-completed and non-remedial students who took first college-level courses in English composition and mathematics from Fall 1984 through Spring 1986. Colleges were asked to accumulate data over several courses and sections.

Grade Point Averages (GPA's). Another indicator used to assess remedial programs is GPA. The use of GPA as a measure of performance is based upon the notion that students who have completed needed remediation should be able to earn satisfactory grades in college-level courses in the semesters following remediation. The colleges were asked to report GPA's for each of the three groups being studied, and both cumulatively (i.e., for first through fourth semesters) and for the Spring 1986 term alone. For the students who were present in the spring semester, the colleges also reported the percentage of students in each group whose GPA's were greater than or equal to 2.0 (the equivalent of a "C" average, which is generally the minimum average required for graduation from college).

Mean credits attempted and earned. The mean numbers of credits attempted and earned for each of the three study groups were reported by the colleges for both Spring 1986 alone and also cumulatively. Colleges were instructed to exclude credits earned by examination, previous transfer credits and any credits for remedial/developmental courses.

Retention rate. For each of the three study groups, colleges reported the percentage of students who returned in the fourth semester, based on the original cohort.

The rate of retention of an entering group of students is a traditional measure of the health of an institution of higher education, but it must always be interpreted in light of the mission and sector of the institution as well as in light of the objectives of the students.

Interpretation of retention rates for two-year colleges must take into consideration their more varied missions and their more "open-door" admission policies relative to four-year schools. While many students seek associate-level degrees in New Jersey's county colleges, a substantial number seek early transfer to a four-year school or desire to complete only a few career-oriented courses. Early transfer of such students (i.e., at the second or third semester) may be seen as a mark of the institution's success in preparing these students, but at the same time this success lowers the institution's reported retention rates. On the other hand, a very low retention rate may indicate that an institution is not meeting its students' needs and that its policies and/or services should be reviewed.

Students leave college for a variety of reasons; for example, poor grades, transfer to other institutions, poor health, financial hardship and changes in career goals. Therefore, in inspecting these data reported here, it is important to examine the retention rates of the students who completed remediation relative to those of the students who did not need remediation at the same college.

Successful survival rate (SSR). The successful survival rate (SSR) is a composite measure designed to assess the relative success of an academic program by combining the GPA variable and the retention rate. The rational for this indicator is that mere retention is not sufficient. The successful survival rate for the four-semester cohort can be illustrated as follows: if 100 freshmen enrolled in the fall and 80 remained four semesters later; and of those 80, 65 had a cumulative GPA above 2.0, then the SSR would be 65/100 or 65 percent. Note that this rate is lower than the retention rate (i.e., 80%) because it asks the question: "How many students, as a percentage of the original cohort, both remained *and* had a "C" or better average?"

Full- and Part-time Status

For purposes of this study, definitions of full- and part-time status are based on the students' initial enrollment status in their entering fall semester (i.e., Fall 1984 status as recorded at the end of the institution's drop/add period). This initial status is "frozen," irrespective of any changes in that status that may have occurred later. Hence, some of the students here defined as either full-time or part-time may, in fact, have switched their status by the end of the four-semester study period.

The policy of the Board of Higher Education concerning part-time students with remedial needs is that such students should be enrolled in remediation within four semesters. Since this report covers only a four-semester time span, subsequent academic performance outcomes for part-time students were not required from the colleges. Because of irregular enrollment patterns and lower course loads, part-time students who have severe skills deficiencies may not complete remediation within two academic years.

The Council has previously reported (October 18, 1985 report to the Board of Higher Education on the "Character of Remedial Programs in New Jersey Public Colleges and Universities, Fall 1984") the results of a special follow-up study of skills-deficient, part-time students. One finding in that study was that very few part-time students in need of remediation actually attend college for four consecutive semesters.

C. THE COLLEGES

Preface to Reviews of Individual College Remedial Programs

In preparing this report for the 1984 cohort, the Council and its Assessment Committee have used the following groups for comparison: (1) students identified as needing and completing remediation, (2) students identified as needing but not completing remediation, and (3) students identified as not needing remediation. A number of indicators were then examined in concert to arrive at a complete and fair assessment of each remedial program. An indicator may be a simple measurement, such as the percentage of students identified as needing remediation who were subsequently enrolled in remedial course work. Alternately, the term may refer to a more complex measurement, such as the difference between the performance of remediated students and that of non-remedial students in their first (subsequent) college-level course. No one indicator can say much about a program's success, but taken together and over time, multiple indicators can reveal a great deal about its effectiveness.

In the past, the Assessment Committee has used such indicators, along with program narratives, to provide descriptions--especially aggregate, sector-wide descriptions--of the remedial programs across the state. However, in its resolution of February 20, 1987, the Board of Higher Education called for a more rigorous evaluation of the programs on an individual basis. The resolution reads in part:

> *RESOLVED: That the Chancellor direct the Basic Skills Council to further specify how the multiple outcome indicators can be used to evaluate the effectiveness of remedial programs and to develop a review process which will identify the programs that are effective and those that need to be improved.*

In response to the Board's call, the Committee endeavored to formulate specific judgments about individual programs in each skill area at each institution rather than simply to tabulate outcome measurements.

To arrive at these judgments, standards and interpretive principles had to be established. One way to set numerical standards would have been to use the averages for the state or for a sector. The Council and its Committee rejected this descriptive approach since it fails to define success in any absolute terms. Moreover, such a relative standard would be based upon the status quo. On the other hand, any other approach to setting standards means adopting criteria that are subjective and therefore open to attack as arbitrary. Yet when subjective criteria express genuine consensus, they are not arbitrary: they define the true goals of a community or institution, and they allow a meaningful measurement of progress towards those goals.

The key word in all this is consensus, and it was with consensus in mind that the Council asked institutions last year to suggest appropriate performance standards as part of their effectiveness submissions. This report, covering the 1984 cohort, employs provisional standards devised within the Committee. These standards have already undergone much debate and revision by the Assessment Committee and are employed here as reasonable starting points. We believe they are not much different from the performance goals any institution might set for itself. A list of the provisional standards follows this preface.

Listed in this fashion, these provisional standards might seem little more than a numerical checklist against which individual program statistics could be simply tabulated as passing or failing. But such an approach is overly simplistic and would fail to draw the integrated conclusions that the multiple indicator approach can provide. It would also fail to place the outcome statistics within their crucial contexts--within the special circumstances and missions that are described only in an institution's companion text. It is for just this reason that the Committee has interrelated multiple outcomes and has formatted the program profiles under headings that address not statistics per se but the implicit effectiveness questions the statistics are meant to answer. The common format was used for each of the institutional program profiles.

Perhaps more important than either the provisional standards or the profile format, however, is the review process itself by which the Committee drew conclusions about program effectiveness. Above all, the process has been collaborative and self-corrective. Each review began with a close examination of the program's data and narrative by a single Committee member, who then prepared a first draft for the full Committee's consideration. Assuming a role similar to a dissertation defense committee, the full Committee in turn vigorously challenged the accuracy, thoroughness, and fairness of the draft writer's conclusions. After substantial debate, consensus would finally emerge, and the draft writer would be charged with making specific revisions to the review document before returning it to the group again for debate and ultimate approval. Several rounds of revision were frequently required for many program reviews. In fact, in a typical full-day meeting, the committee managed to review only two or three institutional reports.

This process was time-consuming, so much so that the conclusions of this report may be somewhat dated, referring as they do to features that might have been improved since the period covered by the cohort under study (1984-1986). Nevertheless, the development of the review methodology stands as an important contribution for the future. The process has yielded extraordinary benefits. The distribution of reviews allowed for diligent attention to the details of the program under study. It precluded the dominance of any one person's particular biases. Furthermore, it led to the Committee's re-examination of the indicators and standards used to evaluate programs. Indeed, the multiple revisions to this year's "Annual Basic Skills Questionnaire" (for the Fall 1987 entering cohort) and "Guidelines for Preparation of the 1986-88 Institutional Report on Remedial Program Effectiveness" resulted from the debates over particular program reviews. With these improvements and with the basic development of the review process now accomplished, it is likely that future reports will be both more timely and more useful.

The Council and the Committee wish to stress to the Board that though this form of evaluation, which employs subjective assessment of objective data, is the best mode available, it is certainly not infallible. While most reports from the colleges are thorough and accurate, some are incomplete and still others possess internal contradictions which cannot always be resolved. The conclusions that follow must be understood as reflecting the honest attempt by diligent minds to interpret the institutional reports as received and to recognize in each the signs of programmatic strength as well as the areas that might be improved.

With the issuing of this report, so newly evaluative in its emphasis, the Committee invites the colleges both to contribute more fully to statewide definitions of program performance standards and to interpret more productively the significance of their own program statistics. We invite a statewide discussion of standards and methods of assessment.

PROVISIONAL STANDARDS FOR EVALUATING REMEDIAL PROGRAM EFFECTIVENESS

Assessment Advisory Committee, New Jersey Basic Skills Council
Review Cycle: Fall 1984 Cohort (Followed Through Spring '86)

Policy Administration

Students tested (percent of those required to be tested, all sectors). Full-time (FT) & Part-time (PT): 90%, in accordance with Board of Higher Education policy.

Students enrolled in remediation within two semesters (percent of those identified as needing remediation, all sectors). FT: 90%, in accordance with Board of Higher Education policy. PT: no standard set.

Note: The Assessment Committee has chosen not to apply this two-semester enrollment standard in the case of elementary algebra. Algebra students at most colleges must first satisfy a computation requirement; thus, the two mathematics skill areas can be linked in a way that postpones enrollment in algebra remediation. Holding colleges to the two-semester requirement in algebra would seem unreasonable if large numbers of the students must first take one or more computation courses. The committee is currently studying the extent to which such "linkages" exist.

Students present fourth semester who had not yet begun remediation (of those identified as needing remediation, all sectors). FT: head count of 10 students. PT: no standard set.

Placement Criteria

NJCBSPT scaled scores below which students were placed into remediation (among the multiple criteria used to ascertain skills preparedness). All sectors: Reading Comprehension (NJCBSPT-RC), 161; Sentence Sense (-SS), 161; Essay, 8; Math Computation (-MC), 165; Elementary Algebra (-EA), 167.

The above provisional standards for -RC, -SS, -MC and -EA are identical to the minima uniformly adopted (in 1982) by the county college presidents; thus, they represent some measure of consensus among colleges in the largest sector. Further, each of these scaled scores corresponds to the "lack proficiency" cutoff established by the Basic Skills Council. It should be kept in mind, therefore, that these cutoffs represent minimal (not optimal) placement criteria.

Cut-scores on the NJCBSPT and the mix of criteria that can be used for placement decisions are not dictated by Board mandate; rather, these choices are left to the individual colleges to make, in keeping with the local missions and goals of the respective institutions and the nature of the populations of students to be served. The committee's purpose here was to establish a common frame of reference for commenting on the appropriateness of whatever standards were used. In its view, no institution should set placement criteria below the "floor" levels set by the Council.

Other review considerations: Were the same standards used for all students? Were the exit criteria at least as rigorous as the college's original placement criteria?

Remedial Course Outcomes

Passing rate for final level of remediation (percent of those enrolled in final-level course, FT & PT). County Colleges: 70%. State Colleges, Rutgers & NJIT: 80%.

Retesting (post-testing) of students who successfully completed their final-level remedial course work (percent of those passing the final-level course who attained the minimum level on the retest/post-test, FT & PT combined). The committee has not as yet set a provisional standard on this indicator. Nonetheless, comment was made, where appropriate, along the following lines: Was retesting/post-testing conducted and reported for all areas? Were retests/post-tests administered to all students completing final-level remedial courses? Did the institution report data for the specified cohort or for some mixture of cohorts? Is the proportion of students reported to have reached the minimum level especially high? Especially low?

Note that these data for the Fall 1984 cohort were submitted prior to the Board of Higher Education's specific resolution on post-testing. The first group of entering students under the mandate is the Fall '87 cohort. Nevertheless, the 1984-86 reporting guidelines called for the submission of data on post-testing.

Data on post-testing for these reporting purposes has little to do with the documenting of individual student gains. The central question being asked is the same as that asked during the original placement testing: did the students have the skills to succeed in college-level courses? Since it makes more sense to think of these data as the aggregate results of a second sitting of a placement test, the Basic Skills Council prefers the term "retesting."

Subsequent Academic Performance

Passing rate for first (subsequent) college-level course in skill area, students who needed and completed remediation vs. non-remedial students (percent of those enrolled for each study group, FT only). The standard takes the form of the expected difference in percentage points of remediated groups's performance below that of the non-remedial group. All sectors: 5.

Cumulative GPA (fourth semester) greater than or equal to 2.0, students who needed and completed remediation vs. non-remedial students (percent of each study group, FT only). The standard takes the form of the expected difference in percentage points of the remediated group's performance below that of the non-remedial group. County Colleges: 20. State Colleges, Rutgers & NJIT: 15.

Retention rate, students who needed and completed remediation vs. non-remedial students (percent of each study group present in the fourth semester, FT only). All sectors: value for remediated group equal to that for non-remedial group.

The Basic Skills Council recognizes that this is a high standard. Moreover, absolute value comparisons among institutions are especially misleading and should be avoided.

Successful survival rate (based on cumulative GPA, fourth semester), students who needed and completed remediation vs. non-remedial students (percent of each study group, FT only). The standard is in the form of the expected difference in percentage points of remediated group's performance below that of the non-remedial group. County Colleges: 10. State Colleges, Rutgers & NJIT: 7.

Additional Considerations

Relationship among the indicators. Was the picture painted by each indicator consistent with the story told by the other indicators?

Discrepancies among skill areas within an institution. Were there sizable differences among the skill areas in the outcomes depicted by each of the indicators?

Longitudinal trends. In comparing these data to those submitted for the previous review cycle (i.e., Fall, 1983 entering cohort followed through Spring, 1985), were there readily apparent directional trends?

Overall complete, thorough and accurate data collection and reporting, in accordance with the guidelines of the Basic Skills Council.

HOW TO READ THE GRAPHS

The narrative profile of the remedial programs at each college is accompanied by a graph that depicts program performance (principally for full-time students) on eight outcome indicators (see sample graph with annotations on next page). The graph shows performance on each indicator relative to a (provisional) standard. These standards are indicated by horizontal bars.

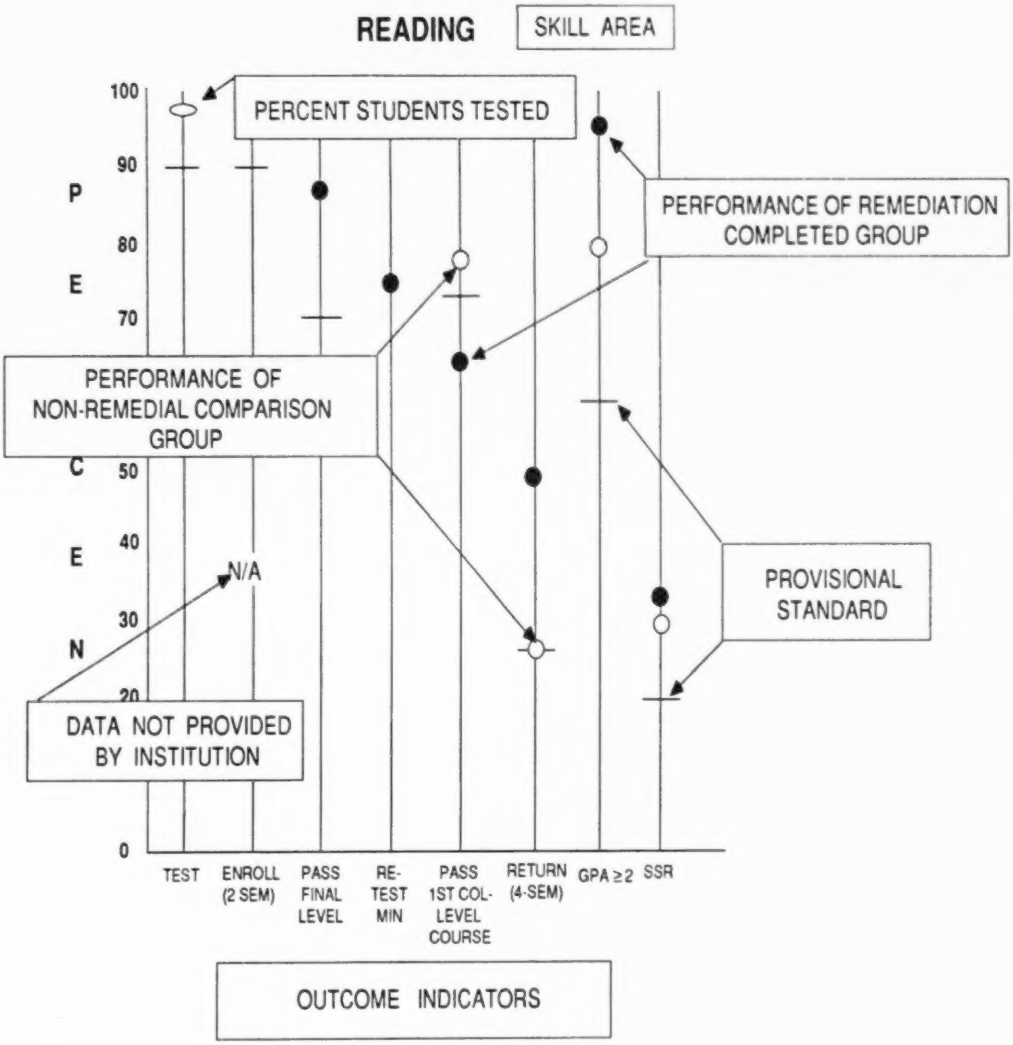
Standards for the first three indicators depicted (i.e., testing, two-semester enrollment and final-level remedial course passing rate) are each fixed at a specific percentage value. In contrast, standards for the last four indicators displayed (i.e., first college-level course passing rate, retention, GPA and SSR) are defined relative to the performance of the non-remedial student comparison group at a given institution (and thus placement of the horizontal bar in these instances varies from program to program). (Refer to the preceding section on provisional standards.)

In reading a graph, recall that the two-semester enrollment standard does not apply in the case of elementary algebra. Further, a provisional standard for retesting ("retest min") has not yet been set.

A key to the symbols used appears at the bottom of each page of graphs. A sample graph with annotations follows.

REMEDIAL PROGRAM PROFILE

SAMPLE GRAPH



INSTITUTIONAL PROFILES

ATLANTIC COMMUNITY COLLEGE

Policy Administration

Atlantic Community College tested 90% of its full-time and 70% of part-time students. These testing percentages for both full- and part-time students were lower than for the 1983 cohort (98% and 87% respectively), and in the case of part-time students fell short of the requirement to test 90%.

Of the students needing remediation in reading, writing and math computation, the college enrolled 96%, 94%, and 90% respectively in appropriate remedial courses within two semesters. These rates were higher than similar rates for the 1983 cohort and met the Board's minimum standard of 90%.

No data were reported on the number of students who were present in the fourth semester but not yet enrolled in required remedial courses; thus, the college did not fulfill the reporting guidelines of the Basic Skills Council. Further, the college apparently did not offer remediation in elementary algebra.

Remedial Areas

Reading

Placement Criteria. In 1984, a score of 166 on the NJCBSPT-RC was used as the placement criterion, which met and was five points higher than the provisional standard. Forty-nine percent of full-time and 51% of part-time students were identified for reading remediation.

Remedial Course Outcomes. Eighty-four percent (as compared to 80% for the previous cohort) of full-time students who enrolled in the final level of remediation in reading passed the course. This met the provisional standard, as did the passing rate of 71% for part-time students. No retest data were provided; thus, the college did not fulfill the reporting guidelines of the Basic Skills Council.

Subsequent Academic Performance. Ninety-three percent of remediated students, compared to 78% of non-remedial students, passed the subsequent college-level course, which met the provisional standard. This was the reverse of the typical pattern and a positive indicator of the program's effectiveness.

Seventy-eight percent of remediated students and 86% of the non-remedial students had a cumulative GPA of "C" or above; the performance differential of eight percentage points met the provisional standard. Interestingly, however, 63% of the students who did not complete remediation and were present in the fourth semester also had a cumulative GPA of "C" or above.

The retention rate at four semesters for the remediated group (46%) was lower than the retention rate for the non-remedial group (51%); thus, the difference did not meet the provisional standard. It is worth noting that a large percentage (35%) of students who had not completed remediation returned in the fourth semester. The SSR for the remediated group was eight percentage points lower than the SSR for the non-remedial students (36% vs. 44%). This difference met the provisional standard.

In summary, the use of a comparatively high placement criterion in reading, the high passing rates in the remedial reading course, and the high passing rate for the remediated students in the subsequent college-level course were positive indicators of remedial program effectiveness. However, the lack of retest and other key data made the interpretation of these outcomes inconclusive.

Writing

Placement Criteria. The placement criterion of 163 on the NJCBSPT-SS met the provisional standard and was two points above it. That only 23% of the cohort (full-time as well as part-time students) were identified by this placement criterion, however, was surprising and seemingly inconsistent with the high percentage from the same student body identified for remediation in reading.

Remedial Course Outcomes. Eighty-three percent of full-time students who enrolled in the writing remediation course passed it. Of the part-time group, 73% passed. Both rates met the provisional standard. No retest data were provided; thus, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Seventy-two percent of the remediated students and 86% of non-remedial students passed the subsequent college course in writing. The passing rate difference of 14 percentage points did not meet the provisional standard. Sixty-five percent of the remediated students had a four-semester cumulative GPA of "C" or above compared to 82% of the non-remedial students; the difference met the provisional standard.

The retention rate (47%) for remediated students was slightly higher than the rate for the non-remedial students (46%), and therefore met the provisional standard. Remediated students as a group had a cumulative SSR of 31% versus 38% for the non-remedial students; the performance gap met the provisional standard.

A positive result in the area of writing appeared to be the high passing rate in the remedial course. On the other hand, the lack of retest results and the low passing rate for remediated students in the subsequent college-level course raised questions about the effectiveness of the remedial program in general and the passing standards in the remedial course in particular.

Computation

Placement Criteria. The college's placement criterion of 165 on the NJCBSPT-MC met the provisional standard. It resulted in 53% of the full-time cohort and 61% of the part-time cohort being identified for remediation.

Remedial Course Outcomes. Seventy-nine percent of the full-time students who were enrolled in the remedial course in computation passed it. Seventy-two percent of the part-time students also passed. Both rates met the provisional standard. No retest results were provided; thus, the institution did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Seventy-seven percent of remediated and 81% of non-remedial students passed the first (subsequent) college-level course. This difference in passing rates met the provisional standard.

Seventy-four percent of remediated students had a cumulative GPA of "C" or above, compared to 91% of non-remedial students. The difference met the provisional standard.

Remediated students were retained in greater proportion (56%) than were the non-remedial students (47%), which met the provisional standard. The remediated group exhibited a cumulative SSR of 42%, compared to 43% for the non-remedial group; the difference met the provisional standard.

In sum, the high passing rate in the remedial course and favorable passing rate of remediated students in the first college-level course were positive signs of effectiveness. Unfortunately, the lack of retest data made it difficult to fully interpret these outcomes.

Elementary Algebra

The college provided no data on elementary algebra.

Overview

Strengths

Atlantic Community College was able to test and enroll at least 90% of its full-time students and had good passing rates in all of its remedial courses.

For writing and computation, remediated students were retained in greater percentages than their non-remedial counterparts.

Students completing remediation in reading performed well in the first (subsequent) college-level course.

Areas of Concern

Testing of part-time students lagged behind the Board's minimum requirement; appropriate administrative procedures should be developed by the college to address this problem.

The apparent lack of a remedial program in elementary algebra is of great concern.

The college did not furnish key data, and did not organize data that were submitted in accordance with the standardized table layouts.

The lack of retest data in all skill areas made interpretation of the data that were provided inconclusive.

Additional Suggestions for Further Inquiry

The college might assess the reasons for the relatively good retention and performance rates among students not completing remediation, particularly in reading.

Atlantic might consider whether the frequent programmatic changes referenced in the institutional report were made with sufficient reference to and feedback from the effectiveness assessment data.

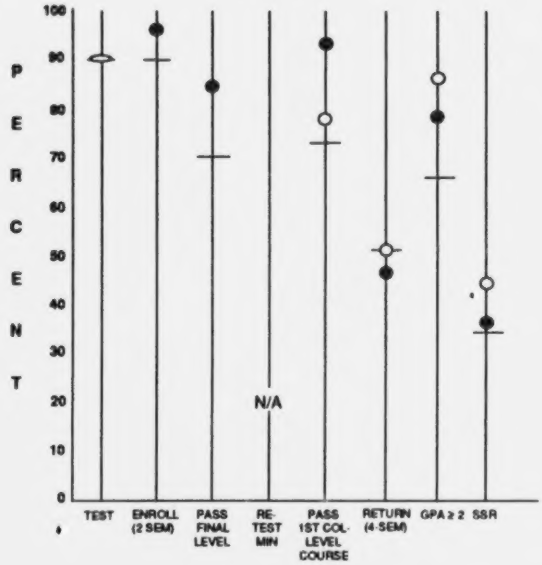
The college might examine the passing standards in the remedial writing course, in light of the weak performance of remediated students in the subsequent college-level writing course.

1984-86

ATLANTIC COMMUNITY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

READING



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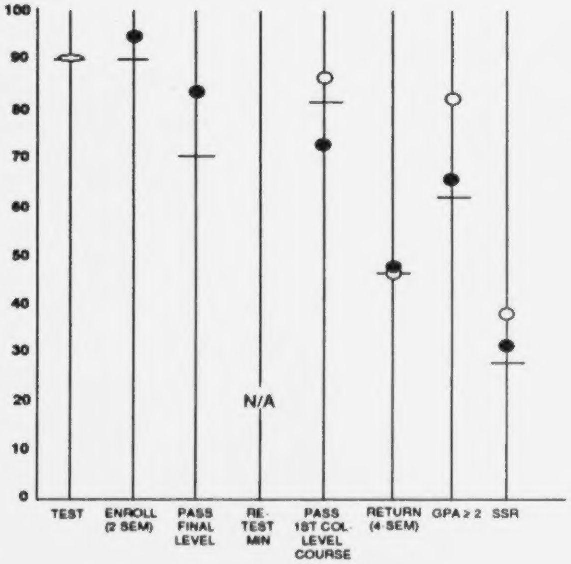
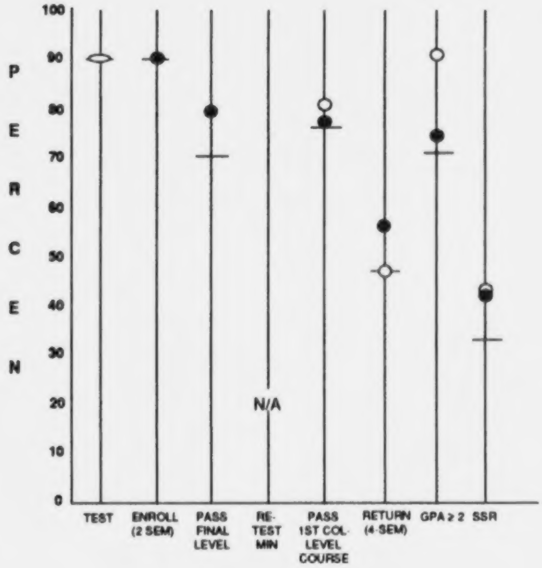
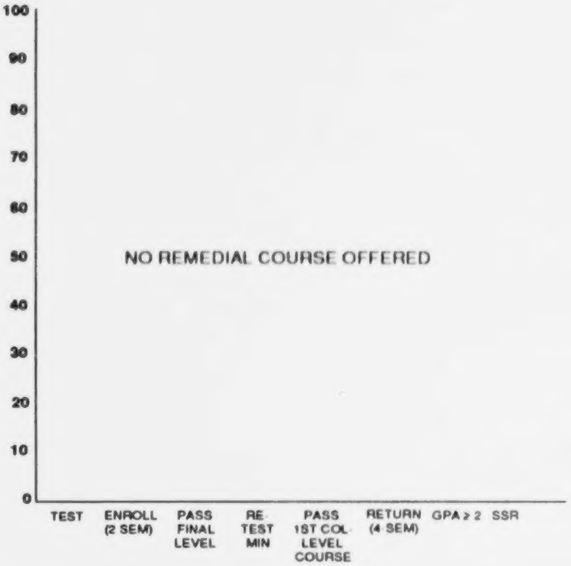


COMPUTATION



ELEMENTARY ALGEBRA



KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	N/A
WRITING	N/A
COMPUTATION	N/A
ELEMENTARY ALGEBRA	

BERGEN COMMUNITY COLLEGE

Policy Administration

In 1984, Bergen Community College tested 99% of the full-time and 93% of the part-time students required to be tested, and thus satisfied the Board's minimum testing requirement. The full-time testing rate was commendable. Moreover, similar high rates were reported for the previous (1983) cohort.

Of the full-time students identified for remediation in English skills (a course sequence which integrated reading and writing instruction) and/or computation, 87% and 88% respectively had enrolled in the remedial courses within two semesters. Neither rate met the Board's minimum enrollment standard. In algebra, 45% of the identified, full-time students had enrolled in remedial courses within two semesters (a two-semester enrollment standard for elementary algebra has not been set).

Only three full-time students identified for Bergen's supplemental writing course (see description under Writing) persisted in the fourth semester without having enrolled in the course, which met the provisional standard. In the three other skill areas, however, the numbers of such students who had yet to begin the necessary remediation in the fourth semester were higher: 14 for the integrated reading/writing area, 19 for computation and 225 for elementary algebra. Each of these latter values did not meet the provisional standard. The exceedingly high number in the case of algebra, although worrisome, was largely an artifact of the record keeping system at Bergen.[1]

Remedial Areas

Reading/Writing (English Skills I & II)

Placement Criteria. Bergen offered a two-semester course sequence in verbal skills, with integrated reading and writing instruction. Upon successful completion of the final-level course in the sequence, students then went on to college-level English composition classes. The placement criterion used (for the upper-level remedial course) was an average of 161 on the NJCBSPT-RC and -SS. This cutoff was consonant with the provisional standards. Forty-five percent of the full-time and 33% of the part-time students were identified for this skill area.

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[1] *Due to a change in the general education requirements for degrees and certificates at the college, not all of the students who were initially identified for elementary algebra (for purposes of reporting in accordance with the guidelines of the Basic Skills Council) were required to take remedial courses in algebra. Whether a student actually "needed" algebra was confirmed only in retrospect at the point of graduation; algebra was required only if the student had elected college-level math or certain sciences courses as the means for satisfying the general education requirement. Since most students in the cohort were not ready to graduate until after the four-semester reporting period, the reported 'number not yet enrolled in remediation by the fourth semester' did not accurately reflect those students who were in need of satisfying the remedial requirement.*

Remedial Course Outcomes. Of the students enrolled in the final-level course, 82% of the full-time and 89% of the part-time students passed. Both rates met the provisional standard. No retest data were provided; thus, the college did not fulfill the reporting guidelines of the Basic Skills Council.

Subsequent Academic Performance. In the first (subsequent) college-level English composition course, the passing rate for the remediation-completed students (76%) exceeded that of non-remedial students (72%); the difference met the provisional standard. Sixty-five percent of the remediated students had cumulative GPA's of "C" or above, compared to 83% of the non-remediated students; this 18 percentage-point difference also met the provisional standard.

Remediation-completed students returned in the fourth semester at a higher rate than the non-remedial students (56% vs. 46%), which met the provisional standard. Moreover, the SSR's of both groups were the same (37%), which met the provisional standard.

In summary, the available remedial course and follow-up outcomes for Bergen's reading/writing program were uniformly positive. Unfortunately, the absence of retest data made it difficult to fully interpret these positive signs.

Writing (Directed Studies in Writing)

Placement Criteria. "Directed Studies in Writing" was a one-credit, computer-assisted and managed supplement to Bergen's college-level English Composition course, for those students at the lower end of the college-level placement range. Students whose scores on the NJCBSPT-RC and -SS averaged to between 161 and 164 took this supplemental course concurrently with English Composition I. Fourteen percent of the full-time and 11% of the part-time students in the 1984 cohort were identified for this extra help.

Remedial Course Outcomes. Of the students enrolled in Directed Studies in Writing, 73% of the full-time students and 66% of the part-time students passed the course. The full-time rate met the provisional standard (and reflected a 13 percentage-point improvement over results for the 1983 cohort) but the part-time rate did not. No retest data were provided; thus, the institution did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. The students who successfully completed this supplemental course passed their next (subsequent) college-level course at a higher rate than did the non-remedial comparison group (92% vs. 84%), which met the provisional standard and was a reversal of the typical pattern. These passing rates were high. The college-level course used for this analysis was English Composition II, since this was the course taken subsequent to completion of Directed Studies in Writing. Seventy-seven percent of the remediated students had GPA's at or above "C," compared to 85% of the non-remedial students. The difference in GPA performance (eight percentage points) met the provisional standard.

The retention rate for completers (61%) exceeded that for the non-remedial comparison group (45%), which met the provisional standard. In addition, the SSR for completers (46%) was higher than that of the non-remedial students (38%), which met the provisional standard and was a reversal of the typical pattern.

In short, the follow-up results for Directed Studies in Writing were positive.

Computation

Placement Criteria. Bergen used a score of 168 on the NJCBSPT-MC to place its students. This met the provisional standard and was three scaled-score points above it. The criterion resulted in the identification of 63% of the full-time and 59% of the part-time students in the 1984 cohort.

Remedial Course Outcomes. Seventy-one percent of both the full-time and part-time students passed the remedial computation course; the rates met the provisional standard. No retest data were supplied; thus, the institution did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Of the remediated students who were followed in the first (subsequent) college-level math course, 67% passed. This passing rate exceeded that for the non-remedial students (62%); the difference met the provisional standard and was a reversal of the typical pattern. Further, 73% of the completers had cumulative GPA's at or above "C," compared to 80% of the non-remedial students; this seven-point difference also met the provisional standard.

Both the retention comparison (57% for remedial completers vs. 49% for non-remedial students) and the SSR comparison (41% vs. 39% respectively) yielded positive results in favor of the remediated students. Both sets of outcomes met the provisional standards and argued for a successful program. The absence of retest data, however, made it difficult to interpret these positive signs.

Elementary Algebra

Placement Criteria. Bergen used for placement a score of 184 on the NJCBSPT-EA, which met the provisional standard and was 17 scaled-score points above it. This high standard matched the boundary between the Basic Skills Council's "appear proficient" and "appear proficient in some areas" categories on the test. In 1984, the college identified 89% of its full-time and 90% of its part-time students for remedial algebra. However, not all identified students were, in fact, required to take the algebra course (see footnote).

Remedial Course Outcomes. Of the students who enrolled in remedial algebra, 66% of the full-timers and 73% of the part-timers passed the course. The part-time rate met the provisional standard but the full-time rate did not. No retest data were provided; hence the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. The performance of the algebra-remediated group of students in their first (subsequent) college-level math course did not compare favorably to the non-remedial students (65% vs. 83% respectively passed the course). The 18 percentage-point difference did not meet the provisional standard. The small sample (N=12) of non-remedial students chosen for this follow up, however, raised questions about the meaningfulness of the comparison. The cumulative GPA's of the remedial completers (82% at or above a "C") compared well to those of the non-remedial students (88%); the difference between the two groups met the provisional standard.

Both the retention rate and SSR for the remedial completers exceeded the comparable rates for the non-remedial students (64% vs. 46%, and 52% vs. 41%). Thus, outcomes on both indicators met the provisional standards (and the SSR results were a reversal of the typical pattern).

Overview

Strengths

Bergen should be commended for its high testing rate for full-time students. The college's testing rate for part-time students also satisfied the Board's minimum testing requirement.

Retention of remediated students (all areas) exceeded that of the non-remedial students.

The available remedial course and follow-up outcomes for Bergen's reading/writing, Directed Studies in Writing and computation programs were positive, almost without exception. Indeed, the remedial completers outperformed the non-remedial students in first (subsequent) college-level course passing rates (all three areas) and SSR's (two of the areas). Although results for algebra were mixed, here too the GPA and SSR comparisons were highly favorable. The preponderance of positive outcomes would suggest a successful remedial effort across all areas. Unfortunately, the absence of key data (and problems with certain data that were submitted in the case of algebra) made it difficult to fully interpret these positive signs.

Areas of Concern

The two-semester enrollment rates for identified, full-time students in the reading/writing and computation areas dipped below the Board's minimum enrollment standard. Moreover, too many students in three of the remedial areas persisted in the fourth semester without having begun the necessary remedial instruction. The institution should address these shortcomings.

No retest data were submitted by the college. In addition, data submitted for the subsequent college-level course follow up in algebra afforded a meaningless comparison. Because of these limitations, the picture painted by the other indicators, although favorable, was inconclusive.

Additional Suggestions for Further Inquiry

Data on the placement of students in the remedial algebra course were problematic (see footnote). The institution's report indicated that "...not all of the students shown as deficient are required to remove this deficiency." In this regard, the format requested by the Basic Skills Council may have placed Bergen at a disadvantage since the submitted figures likely were not reflective of the college's remedial efforts in algebra. The institution might conduct a retrospective study to ascertain whether the students who were required to take elementary algebra received timely remedial assistance.

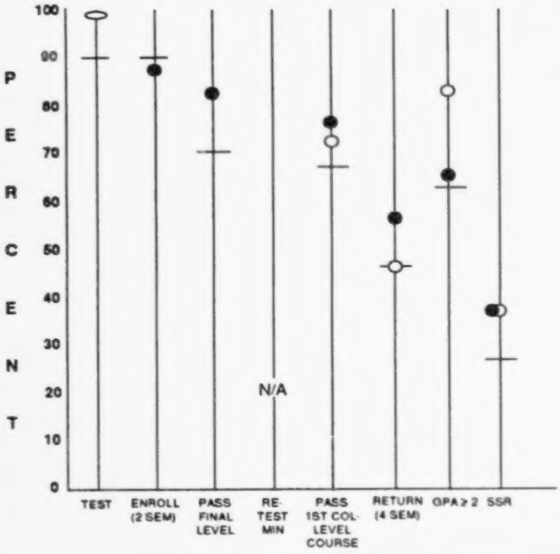
The institutional report listed other areas that might be improved, including: "There is a need for more careful record keeping for students who are given waivers and/or pass challenge exams. There appear to be false counts in the didn't need remediation group..." Hopefully the college is striving to remedy this deficiency.

In addition, Bergen might reexamine the appropriateness of its placement criterion in algebra, as suggested by the author of the institutional report: "The huge numbers of students placed in algebra remediation continue to raise a question about the cut-off score. It is still the highest of any college, two-year or four-year, in New Jersey. Further study is necessary..."

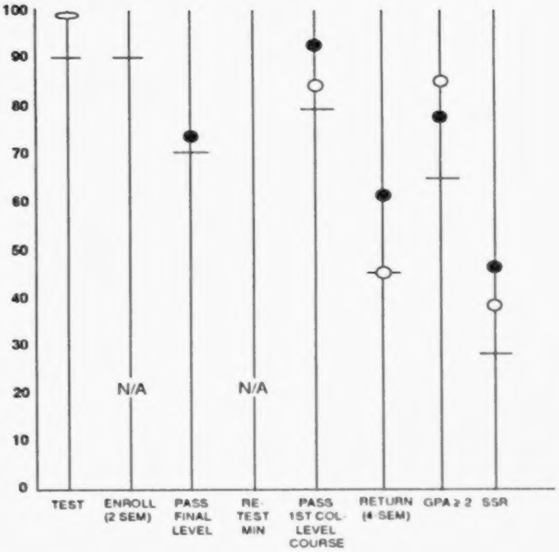
BERGEN COMMUNITY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

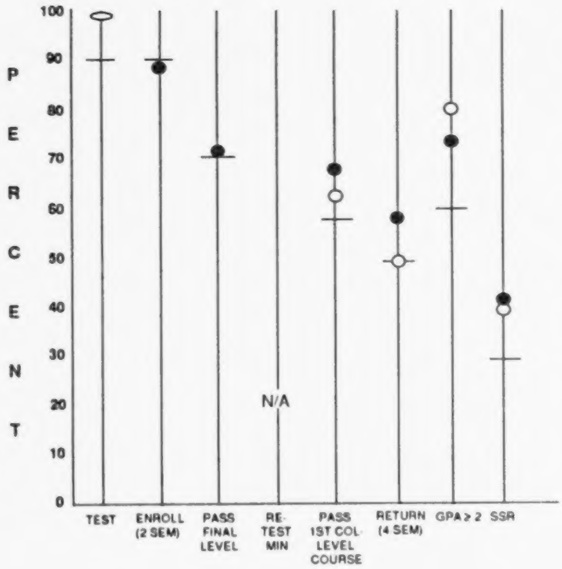
READING AND WRITING



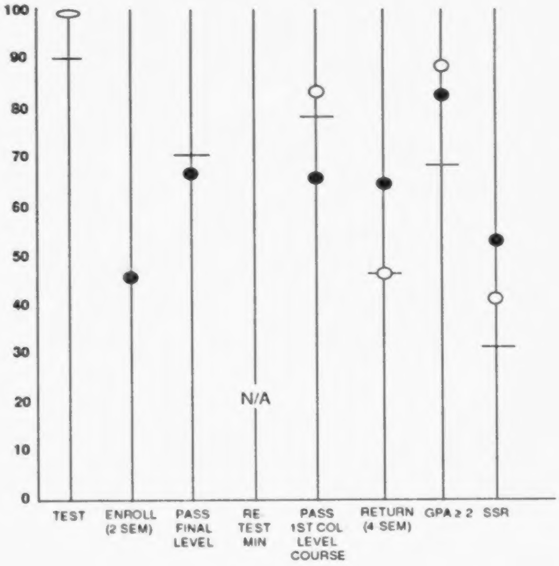
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	14
WRITING	3
COMPUTATION	19
ELEMENTARY ALGEBRA	225

BROOKDALE COMMUNITY COLLEGE*

Policy Administration

The percentage of full-time students tested (96%) met the 90% minimum requirement of the Board. However, only 89% of the part-time students were tested, and this just missed the minimum requirement. Of the students in the Fall 1984 cohort who were in need of remediation, the college enrolled within two semesters 95% in reading, 96% in writing, and 74% in computation. The figures for reading and writing met the Board's minimum requirement but that for computation did not and was 16 percentage points below the standard. In addition, 41% of the full-time students identified for elementary algebra were enrolled in remedial algebra courses within two semesters (no two-semester enrollment standard has been set for algebra).

Ten identified students who had not begun remediation in reading, four in writing, 32 in computation and 47 in algebra were present in the fourth semester. Thus, in reading and writing, the college met the provisional standard. However, in the mathematics areas, Brookdale missed the provisional standard by a significant margin. The institution reported that elementary algebra remediation was recommended but not required of students with low NJCBSPT scores. This policy may have been the reason for the low enrollments in the algebra skill area.

Remedial Areas

Reading

Placement Criteria. Students were placed in remedial reading courses on the basis of NJCBSPT-RC scores below 164 (which met the provisional standard) and additional testing using the Nelson-Denny Reading Test which was done on the first day of class. For the 1984 cohort, 42% of full-time and 38% of part-time students were identified for reading.

Remedial Course Outcomes. Of the 394 students who enrolled in reading, 74% passed the final-level course. Of the 177 part-time enrollees, 66% passed. The full-time passing rate met the provisional standard but the part-time rate did not. Retesting using the Nelson-Denny Test has been done since 1974. However, the college was unable to report the data in aggregate form; thus, Brookdale did not fulfill the reporting guidelines of the Basic Skills Council.

**Brookdale uses a unique "non-punitive" grading system (2.0 to 4.0) which is reflective of its college-wide educational philosophy. A "D" (or 1.0) is not considered a passing grade and is not assigned. To pass a course a student must earn a grade of at least a "C." Non-passing grades are not numerically reflected (as 1.0's or 0.0's) in the student's GPA as they would be at other institutions. Therefore, the GPA-based indicators (e.g. percent at or above "C" and SSR) are not interpretable within the Committee's frame of reference. Thus, while the college fulfilled the reporting guidelines calling for data, these data could not be used in this evaluation.*

Subsequent Academic Performance. Eighty-one percent of the students who completed remediation in reading passed the first (subsequent) college-level course as compared to 82% for the non-remedial students, which met the provisional standard. Brookdale's GPA data could not be used in this evaluation (see footnote).

Of the students who completed remediation in reading, 53% returned in Spring 1986 as compared to 49% of the students who did not need remediation, which met the provisional standard. The college's SSR data could not be used in this evaluation (see footnote).

Writing

Placement Criteria. The placement criteria for writing, an NJCBSPT-SS score of 162 (which met the provisional standard) and a locally developed and scored writing sample, resulted in the identification for remediation of 35% of full-time students and 30% of part-time students.

Remedial Course Outcomes. The final level of remediation in writing was passed by 75% of the full-time students and 71% of the part-time students. Both rates met the provisional standard. Although retesting was conducted using a locally developed, holistically scored essay, the data were not provided; thus, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Of the students who completed remediation in writing, 77% passed the first college-level course, as compared to 82% for the non-remedial students; the difference met the provisional standard. Brookdale's GPA data could not be used in this analysis (see footnote).

Students who completed remediation in writing returned in Spring 1986 at a rate of 53%, which was slightly higher than the rate for students who did not need remediation (50%). The difference in retention rates met the provisional standard. The college's SSR data could not be used in this analysis (see footnote).

Computation

Placement Criteria. The college's placement criterion for computation, a score of 166 on the NJCBSPT-MC, met the provisional standard. Use of the criterion resulted in 46% of the full-time and 51% of the part-time students being identified for remediation.

Remedial Course Outcomes. Of the 338 full-time enrollees in the final-level remedial course, 70% passed. Among part-time enrollees, 85% passed. Both rates met the provisional standard. No retest data were provided; thus, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Only 21% of the students who completed remediation in computation passed the college-level math course as compared to 54% for the non-remedial students (which did not meet the provisional standard). This comparison, however was difficult to interpret because the rate for remedial completers was based on follow-up results for only 28 of the 238 full-time students who passed the computation course. The college's GPA data could not be used in this analysis (see footnote).

Fifty-eight percent of the students who completed remediation in computation returned in the fourth semester as compared to 51% of the students who did not need remediation (which met the provisional standard). The institution's SSR data could not be treated in this analysis (see footnote).

Elementary Algebra

Placement Criteria. An NJCBSPT-EA algebra score of 171 was used as the criterion for placement, which met the provisional standard and was four points above it. Sixty-six percent of the full-time and 65% of the part-time students were identified for remediation.

Remedial Course Outcomes. Sixty-four percent of the full-time students who were identified for elementary algebra passed the final level of remediation. Of the 123 part-time enrollees, 63% passed. Neither percentage met the provisional standard. No retest data were provided; thus, the college did not fulfill the reporting guidelines of the Basic Skills Council.

Subsequent Academic Performance. Only 40% of the students who completed remediation in algebra passed the first (subsequent) college-level course, compared to 65% of the non-remedial comparison group. The difference in the passing rates did not meet the provisional standard. Further, the fact that substantially less than half the remediated students were able to pass the college-level math course should be of concern to the college. Brookdale's GPA data could not be used in this evaluation (see footnote).

Seventy-five percent of the students who completed remediation returned for the fourth semester compared to 53% of the students who did not need remediation. The high retention rate for the completers met the provisional standard and exceeded it by 22 percentage points. As in the other skill areas, the institution's SSR data could not be used in this analysis (see footnote).

Overview

Strengths

The college has been effective in testing its students and in enrolling high percentages in remedial reading and writing courses.

Passing rates in remedial reading, writing and computation courses all met the provisional standard.

The retention rates for remediation-completed students in all four areas exceeded those for the non-remedial students, and by a wide margin in the case of elementary algebra.

Areas of Concern

No data were furnished on retesting in any skill area, despite mention throughout the institution's report that such testing was conducted in reading and writing. The absence of these data added to the difficulty of assessing the effectiveness of the remedial programs.

The percentage of identified students who enrolled within two semesters in computation did not meet the Board's minimum standard. Also, too many identified students were present after four semesters without having enrolled in needed computation or algebra courses. The institution should address these administrative weaknesses.

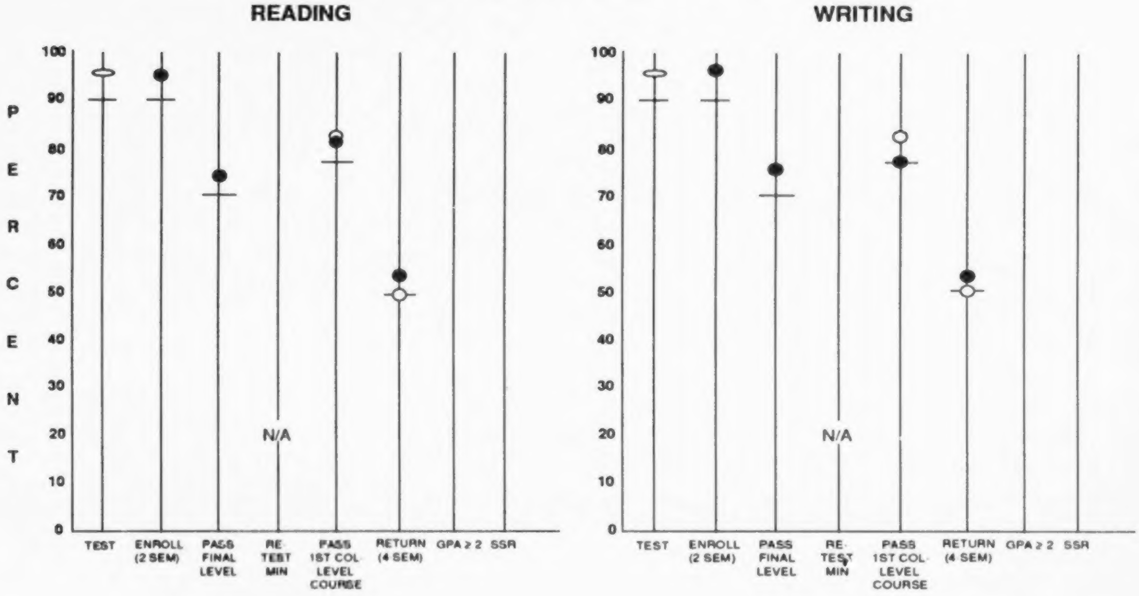
The enrollment rates in the remedial algebra area were low, apparently due to the "recommended" nature of the remediation. Further, passing rates in remedial algebra for those who did enroll were low. Perhaps of even greater concern, the passing rates in first (subsequent) college-level courses for the students who successfully completed their remedial math requirements (albeit based on only 28 students) missed the provisional standard by a wide margin. The entire set of college policies and practices regarding elementary algebra should be reviewed by the college.

Additional Suggestions for Further Inquiry

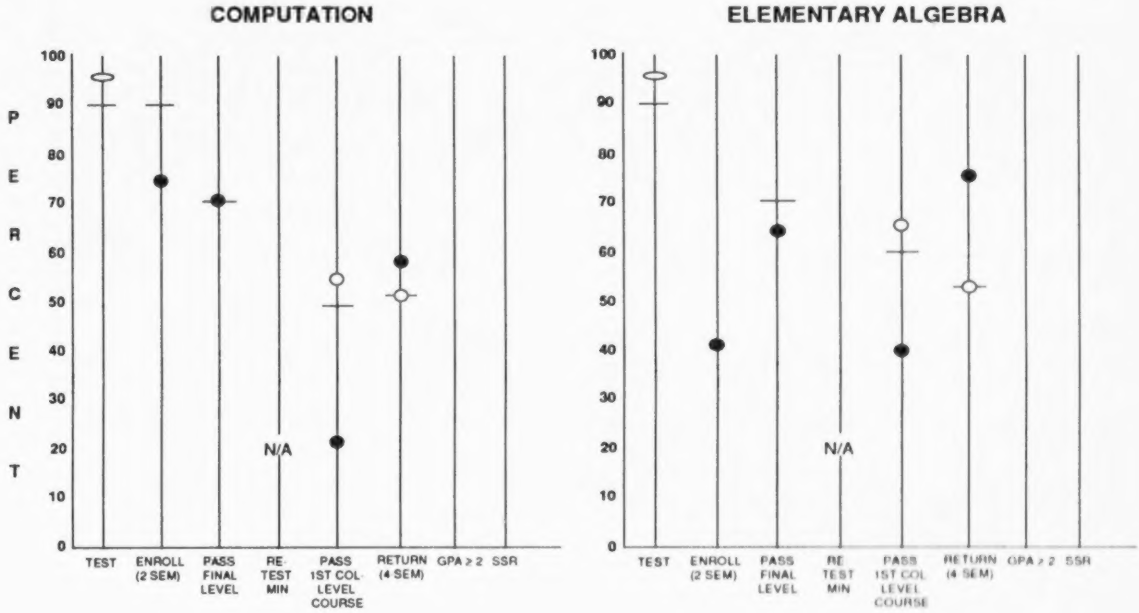
Brookdale's unique grading system made it impossible to assess adequately two critical indicators of effectiveness, namely GPA and SSR. Because the college's GPA and SSR data were not meaningful to the committee (i.e., they could not be related to the provisional standards), the effectiveness of Brookdale's programs could not be ascertained. For purposes of reporting to the state, indicators of student progress that are built in accordance with the institution's own frames of reference must be developed so that Brookdale's outcomes can be understood and evaluated. Brookdale's Academic Progress regulation provides for a measurement of student progress based upon comparisons of credits attempted versus credits earned, on a semester and cumulative basis. Perhaps this measurement might serve as the basis for developing these important indicators.

BROOKDALE COMMUNITY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort


READING

WRITING


COMPUTATION

ELEMENTARY ALGEBRA

KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	10
WRITING	4
COMPUTATION	32
ELEMENTARY ALGEBRA	47

BURLINGTON COUNTY COLLEGE

Policy Administration

In 1984, Burlington County College tested 97% of its full-time students and 95% of its part-time students. Both rates met the Board of Higher Education's minimum standard of 90%.

Of the full-time students identified for remediation in reading, writing and computation, the college enrolled 87%, 99% and 82% respectively in appropriate remedial courses within two semesters. The enrollment rate for writing met the Board's two-semester enrollment standard of 90% whereas the rates for reading and computation did not. In addition, 41% of the full-time students who needed remedial algebra were enrolled in algebra courses within two semesters (no standard has been set for two-semester algebra enrollment).

Ninety-one full-time students (20%) who were identified for remediation in reading and were present in the fourth semester had not yet begun the necessary course work. This represented an increase from the previous cycle (i.e., 25 students, 7% reported for 1983-85) and did not meet the provisional standard. For writing, only two such students had not yet enrolled in the required course, which met the provisional standard; for computation, the number was 16 (4%); and for elementary algebra the number was 68 (15%). Although the present but not enrolled' figures for both areas of mathematics represented an improvement over the previous cycle (i.e., 42 students, 11% and 75 students, 19% respectively were reported for 1983-85), nevertheless they did not meet the provisional standard of 10 or fewer such students.

Remedial Areas

Reading

Placement Criteria. A score of 167 on the NJCBSPT-RC was used as a cutoff for placement in remedial reading, which met the provisional standard and exceeded it by six points. This criterion resulted in 62% of the full-time cohort and 54% of the part-time cohort being identified for remediation.

Remedial Course Outcomes. Eighty-two percent of the full-time and 80% of the part-time cohorts who took remediation in reading passed the final-level course. These passing rates met the provisional standard of 70% on this indicator.

Although the college conducted retesting in reading, data were not provided on the percentage of students who reached the minimum level; thus, the college did not fulfill the guidelines of the Basic Skills Council. (However, refer to the explanation given under Overview-Areas of Concern.)

Subsequent Academic Performance. Seventy percent of the remediated students passed the first (subsequent) college-level course, compared to 68% for the non-remedial group; the difference in performance between the two study groups met the provisional standard. Fifty-five percent of the remedial completers attained GPA's of "C" or better, compared to 78% of the non-remedial students; the gap of 23 percentage points in relative performance did not meet the provisional standard.

Remedial completers returned in the fourth semester at a greater rate than did the non-remedial students (60% vs. 39%). The difference in retention met the provisional standard and exceeded it by 21 percentage points. As a result, and despite the weak GPA's, remedial completers outperformed the non-remedial students on SSR (33% vs. 30%), which met the provisional standard.

Writing

Placement Criteria. The college used as its placement criterion a cutoff score of 162 on the NJCBSPT-SS, which met the provisional standard. This resulted in 53% of the full-time and 47% of the part-time students being identified for remediation in writing.

Remedial Course Outcomes. Seventy-seven percent of the full-time students and 65% of the part-timers who had enrolled in the final-level course passed it; the full-time passing rate met the provisional standard but the rate for part-time students did not. Data were not furnished for retesting, even though the institution's report indicated that such testing was conducted; thus, the institution did not fulfill the guidelines of the Basic Skills Council. (However, see explanation given under Overview-Areas of Concern.)

Subsequent Academic Performance. Seventy-two percent of the remediated students passed the first (subsequent) college-level course, and a like percentage of the non-remedial students also passed; the difference between the groups met the provisional standard. On the GPA indicator, however, the remedial completers as a group fell 24 percentage points in performance below the non-remedial group (49% vs. 73%), which did not meet the provisional standard. This relative performance, nonetheless, represented an improvement of eight percentage points over that reported for the previous cohort.

A higher percentage of remediation-completed students (53%) than non-remedial students (50%) returned in the fourth semester, which met the provisional standard. The remediated group exhibited an SSR of 26% compared to 36% for the non-remedial students; the difference met the provisional standard, chiefly owing to the high retention rate of the remedial completers.

Computation

Placement Criteria. The placement criterion used for computation, NJCBSPT-MC 169, met the provisional standard and exceeded it by four scaled-score points. In 1984, as a result, 60% of the full-time test-takers and 61% of the part-time test-takers were identified for remediation.

Remedial Course Outcomes. Of the students who were enrolled in the final level of remediation, 72% of the full-timers and 79% of the part-timers passed the course, and both rates met the provisional standard. The college conducted retesting using a locally developed test, and all completers met the minimum level on the test. To the college's credit, a regression equation was used to link scores on the local test with those on the NJCBSPT-MC; the minimum retest level reportedly translated to an NJCBSPT-MC scaled score of 174, which was higher than the placement criterion used. However, information sufficient to determine the appropriateness of the regression equation was not provided.

Subsequent Academic Performance. Full-time students who had completed the remedial course passed the first (subsequent) college-level math course at the rate of 63%. In contrast, seventy-nine percent of the non-remedial comparison group passed the college-level course. The 16 percentage-point difference in passing rates between the two student groups did not meet the provisional standard. Remedial completers also fell behind the non-remedial group in GPA at or above "C" (52% vs. 73%), which missed the provisional standard by one percentage point.

A higher percentage of the remediated students were present in the fourth semester as compared with the non-remedial students (59% vs. 47%), which met the provisional standard. Thirty-one percent of the remedial completers "survived successfully" compared to 35% of the non-remedial students; this four percentage point difference met the provisional standard.

Elementary Algebra

Placement Criteria. An NJCBSPT-EA score of 168 (which met the provisional standard) with NJCBSPT-MC greater than 168 served as the criteria for placement into elementary algebra. Using these criteria, 60% of full-time students and 67% of part-time students were identified for algebra remediation.

Remedial Course Outcomes. The percentages of enrolled students passing the final-level course were 72% for full-time students and 87% for part-timers; both percentages met the provisional standard of 70% for this indicator. Only thirty-five percent of the completers, however, met the minimum level on the retest, an in-houseinstrument derived from the NJCBSPT-EA.

Subsequent Academic Performance. In the subsequent college-level course chosen for analysis, 69% of the remediated students passed, compared to 80% of the non-remedial students; the 11 percentage-point difference did not meet the provisional standard. Of the students completing remediation, 61% attained a GPA of "C" or above, compared to 71% of the non-remedial students; the difference of 10 percentage points met the provisional standard.

Sixty-seven percent of remediation-completed students were present in the fourth semester; the retention of these students exceeded that of the non-remedial comparison group (49%) and thus met the provisional standard. The SSR of the completers (41%) also exceeded that of the non-remedial students (34%) and met the provisional standard.

Overview

Strengths

The college succeeded in testing over 97% of its entering, full-time students. It also enrolled in appropriate courses within two semesters nearly all of those who needed remediation in writing. Burlington's high testing rate for part-time students (95%) was especially noteworthy.

Passing rates in final-level remedial courses were relatively high in all areas.

Across all skill areas, remediated students as a group were retained in greater percentages than were the non-remedial students. Accordingly, SSR's compared favorably as well.

Passing rates in first (subsequent) college-level courses, for completers of remedial reading and writing programs, compared favorably to the passing rates for non-remedial students.

Areas of Concern

Fewer than 90% of the full-time students who were identified for remediation in reading and computation had enrolled in appropriate remedial courses within two semesters. Further, large numbers of identified students (in reading, computation and elementary algebra) were present in the fourth semester without having begun the necessary remedial course work. The college needs to address this administrative shortcoming.

No retest data were furnished for reading and writing, despite the availability of such data in the previous review cycle. Note that the college had a major chemical fire in August 1985; the institution reported that these records were among the materials destroyed or lost as a direct result of the fire. The absence of these data made interpretation of the other indicators difficult and inconclusive.

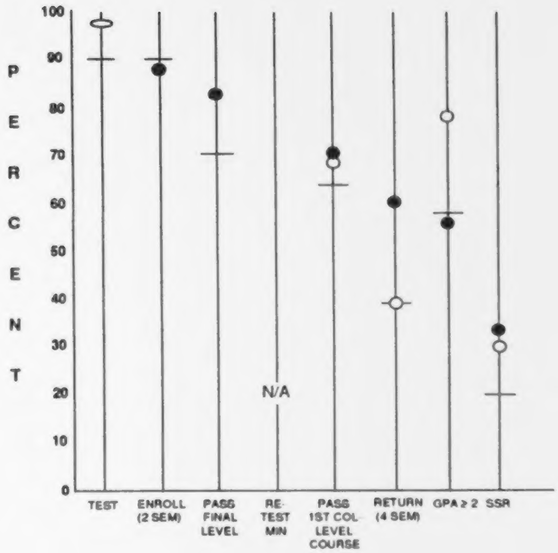
Passing rates in subsequent college-level courses for remediated mathematics students did not compare favorably with the rates for non-remedial students.

1984-86

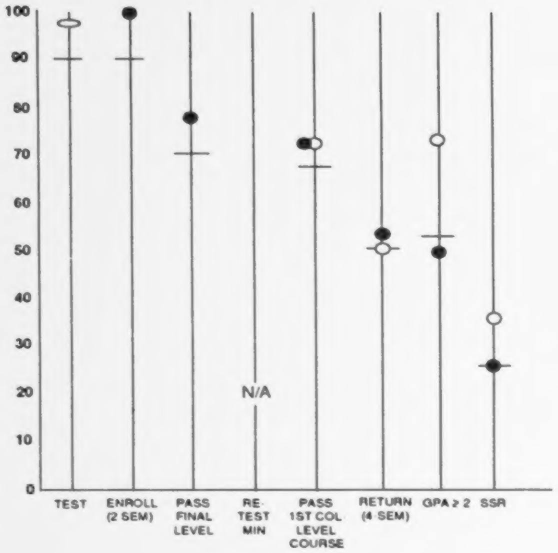
BURLINGTON COUNTY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

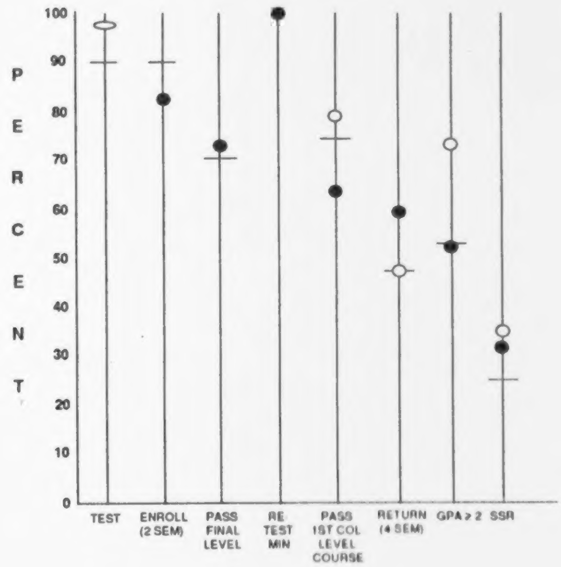
READING



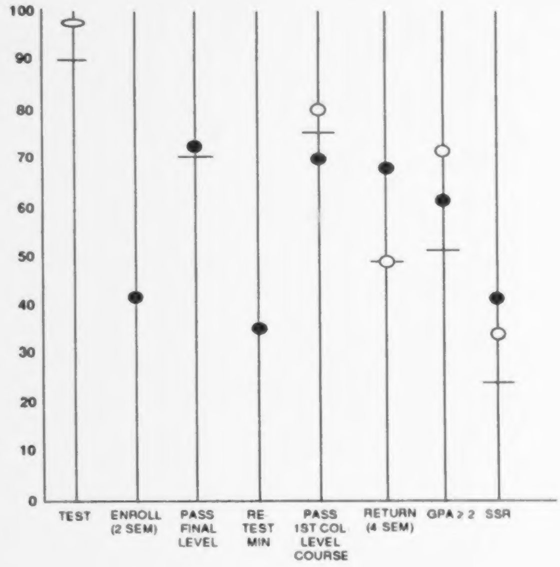
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	91
WRITING	2
COMPUTATION	16
ELEMENTARY ALGEBRA	68

CAMDEN COUNTY COLLEGE

Policy Administration

In 1984, Camden County College met the Board's minimum requirement for basic skills testing: 94% of its full-time students and 92% of its part-time students were tested. Moreover, similar testing rates were reported for the 1983 cohort.

Two-semester enrollment rates ranging from 90 to 95 percent across the four skill areas (for identified, full-time students in the 1984 cohort) were given on the Basic Skills Council's "Annual Questionnaire." Yet these rates were contradicted by data in the institution's effectiveness report: only 42 to 79 percent of full-time students in the cohort reportedly had ever enrolled in remedial courses within four semsters (in reading, 75%; writing, 79%; computation, 42%; and elementary algebra, 64%). Moreover, the college provided the following counts of full-time, identified students per skill area who were present in the fourth semester and had not yet begun the required remediation: in reading, 105; writing, 124; computation, 300; and in elementary algebra, 284. These excessively high numbers did not meet the provisional standard and should be of great concern to the college.

Regarding the enrollment patterns in mathematics, the institutional report stated "[that] relatively few students are reported as having attempted computation. This is because our data at the time did not show students who tested out. The fact remains [however] that many students attempt to delay math."

The above contradiction was part of a larger problem Camden had in adequately reporting data in accordance with the guidelines of the Basic Skills Council. In each of the four skill areas, for instance, the college provided data on only an unspecified fraction of its part-time students. These and other anomalies (mentioned below) were known to the author of the institutional report: "Camden has always had a problem in a discrepancy between the Ns in the Questionnaire and the Effectiveness reports. The problem is that we are not recording all scores, and not all students are tested. Further, we do not have faith in the data base's ability to identify full-time versus part-time students."

Remedial Areas

Reading

Placement Criteria. The criterion used for placement in reading was an NJCBSPT-RC score of 166, which met the provisional standard and was five scaled-score points above it. The college identified for reading 54% of its full-time students and 33% of an unspecified fraction of its part-time students.

Remedial Course Outcomes. Seventy-one percent of the full-time students and 69% of the part-time students passed the final-level remedial course; the full-time rate met the provisional standard but the part-time rate missed it by one percentage point. (In cases where students repeated the remedial course, final-attempt grades were used in determining these passing rates.)

Camden's retest results, rather than being restricted to the specific cohort of interest, included data for all students who happened to be taking the remedial course along with students from the 1984 cohort (thus the college did not fulfill the Council's reporting guidelines). This aside, only 66% of the students who passed the final-level course reached the college's minimum on the retest. Whether this result might have been due in part to the use of a high retest cutoff score could not be ascertained: the college reported its minimum as a raw score and did not identify the particular NJCBSPT form used.

Subsequent Academic Performance. The remediated students passed their first (subsequent) college-level course at a rate which was 7 percentage points lower than that of the non-remedial students (63% vs. 70% respectively); the difference did not meet the provisional standard. On the other hand, 78% of the remediated students had cumulative GPA's of "C" or above, compared to 90% of the non-remedial students; this 12 percentage-point difference met the provisional standard.

Completers of remediation returned in the fourth semester at a rate of 52%--two points higher than that for the non-remedial students (50%). This met the provisional standard. On SSR, the remediated students fell just four points behind the non-remedial comparison group (41% vs. 45%), and the difference met the provisional standard.

Writing

Placement Criteria. Camden used an NJCBSPT-Composition (composite) score of 166 for placement in writing (which was consonant with the provisional standards). Note, however, that the college's composite scores were generated using local rather than ETS-standardized Essay scores. In 1984, 53% of the full-time students and 40% of (an unspecified fraction of) part-time students were identified for remedial writing.

Remedial Course Outcomes. Seventy percent of full-time and 72% of part-time enrollees passed the final-level remedial writing course; both rates met the provisional standard. (In cases where students repeated the remedial course, final-attempt grades were used in determining these passing rates.) However, only 53% of the passing students attained the college's minimum score on the retest. These results were difficult to interpret on account of the problematic minimum score that was given: a 29 on the "Writing" portion of the NJCBSPT (presumed to be a raw score on the NJCBSPT-SS). Further, the retest data were not properly restricted to the specific cohort of interest (thus, the college did not fulfill the Council's reporting guidelines).

Subsequent Academic Performance. Sixty-four percent of the remediated students passed the first (subsequent) college-level course, compared to 70% of the non-remedial students; the difference missed the provisional standard by one percentage point. The remedial completers fell only 8 percentage points behind the non-remedial group in the percent attaining cumulative GPA's at or above "C" (81% vs. 89%), which met the provisional standard.

Completers of writing remediation returned in the fourth semester at at rate which was 7 percentage points higher than that for the non-remedial group (57% vs. 50%, which met the provisional standard). Further, both groups performed comparably on the SSR indicator (46% vs. 45%), which met the provisional standard.

Computation

Placement Criteria. Camden used an NJCBSPT-MC score of 165 (which met the provisional standard) as its placement criterion for computation. In 1984, 46% of the full-time and 38% of the (unspecified fraction of) part-time students were identified for remediation. Students who tested in at the level of computation were also required to take elementary algebra.

Remedial Course Outcomes. Students performed poorly in the final-level remedial course: only 29% of full-time and 33% of part-time enrollees passed. These passing rates did not meet the provisional standard. (In cases where students repeated the remedial course, final-attempt grades were used in determining these passing rates.) The remedial-course passing rates, assuming they were accurate, represented a serious decline from the 59% (full-time) and 61% (part-time) reported for the 1983 cohort. Note, however, that the 1984-cohort rates were inconsistent with other data (noted below). These results, nonetheless, warrant examination by Camden's faculty.

The college's retest results were also both worrisome and problematic. As in the other areas, these data for computation were not properly restricted to the specified research cohort (hence the college did not fulfill the Council's reporting guidelines). Still, the available data suggested that only half (50%) of the students who passed computation reached the college's minimum score on the retest. In contrast, the result reported for the 1983 cohort was 100%. (The college's minimum score in both instances, an NJCBSPT-MC raw score of 19, likely corresponded to a scaled score of 165-166, since the raw-to-scaled score conversion for this test has remained stable over the years.) The college acknowledged this discrepancy in its own report: "There is something wrong...since all students earning a passing grade in basic math must by definition earn passing grades on the post-test..."

Subsequent Academic Performance. All of Camden's follow-up outcomes for computation-remediated students must be viewed with caution, since the number reported in this category (256) greatly exceeded the number reported as having passed the remedial course (57), and since the college reported no students as having satisfied remedial course requirements through other means.

"Remediated students" reportedly passed their first (subsequent) college-level course at the rate of 66%, 3 percentage points higher than the rate for the non-remedial students (63%); this met the provisional standard and was a reversal of the typical pattern. In view of the large number of remediated students who did not attain the college's retest minimum, this result was surprising and unexplained. Eighty-one percent of the former group had cumulative GPA's at or above "C," compared to 88% for the non-remedial group; the seven percentage-point difference met the provisional standard.

The remediated students returned in the fourth semester at a higher rate (55%) than the non-remedial students (51%), which met the provisional standard. The SSR's for both student groups were equal (45%), which met the provisional standard.

Elementary Algebra

Placement Criteria. For algebra, Camden used an NJCBSPT-EA score of 175, which met the provisional standard and was eight scaled-score points above it. In 1984, 77% of the full-time students and 40% of (an unspecified fraction of) the part-time students were identified for elementary algebra.

Remedial Course Outcomes. Of the students who enrolled in the remedial course, 66% of both the full-time and part-time students passed (which did not meet the provisional standard). (In cases where students repeated the remedial course, final-attempt grades were used in determining these passing rates.) As in the other skill areas, retest results were not properly restricted to the cohort of interest (hence the college did not fulfill the guidelines of the Basic Skills Council). Only fifty-one percent of the students who passed the remedial course attained the college's minimum on the retest.

Subsequent Academic Performance. Surprisingly, remedial completers passed the first (subsequent) college-level course at a higher rate than did the non-remedial students (66% vs. 63%), which met the provisional standard and was a reversal of the typical pattern. Eighty-four percent of the remediated students had GPA's at or above "C," compared to 93% of the non-remedial students; the nine percentage-point difference met the provisional standard.

Students who completed algebra remediation returned in the fourth semester at a higher rate than the non-remedial students (67% vs. 57%), which met the provisional standard. The former group had a higher SSR than did the latter (56% vs. 53%), which met the provisional standard and was a reversal of the typical pattern.

Overview

Strengths

The college was successful in testing over 90% of its full- and part-time students.

Remediated students in all four areas returned in the fourth semester in higher percentages than non-remedial students.

The "subsequent" academic performance of remedial completers in all areas, assuming these data were accurate, compared favorably with the non-remedial students. The many data anomalies, however, made it difficult to interpret these positive signs.

Areas of Concern

This college had a problem in accurately gathering and reporting data in accordance with the guidelines of the Basic Skills Council. Serious omissions, contradictions and anomalies contained in Camden's reports hampered the assessment of remedial programs at this institution. For example, there was little agreement between data reported on the Annual Questionnaire and those brought forward in the institution's effectiveness report. The college furnished data on only an unspecified fraction of its part-time students. Data on retesting (all areas) were not restricted to the single cohort of interest. The college's NJCBSPT retest minima were reported in terms of raw scores. The number of students followed in Camden's "completed remediation" group for computation greatly exceeded the total number of students who satisfied remedial course requirements in this area.

It should be pointed out that these and other reporting deficiencies were known to the author of Camden's effectiveness report and are being addressed by the college. "We now have a ...new Institutional Researcher and a staff of programmers. [The college's] President...has made these basic skills reports a priority; this means that beginning in Spring 1988 we will have a data base that will enable us to produce reports that are full and consistent."

Excessively high numbers of students who were identified for remediation (all areas) had not enrolled in appropriate remedial courses by the fourth semester, even though they still persisted at the college.

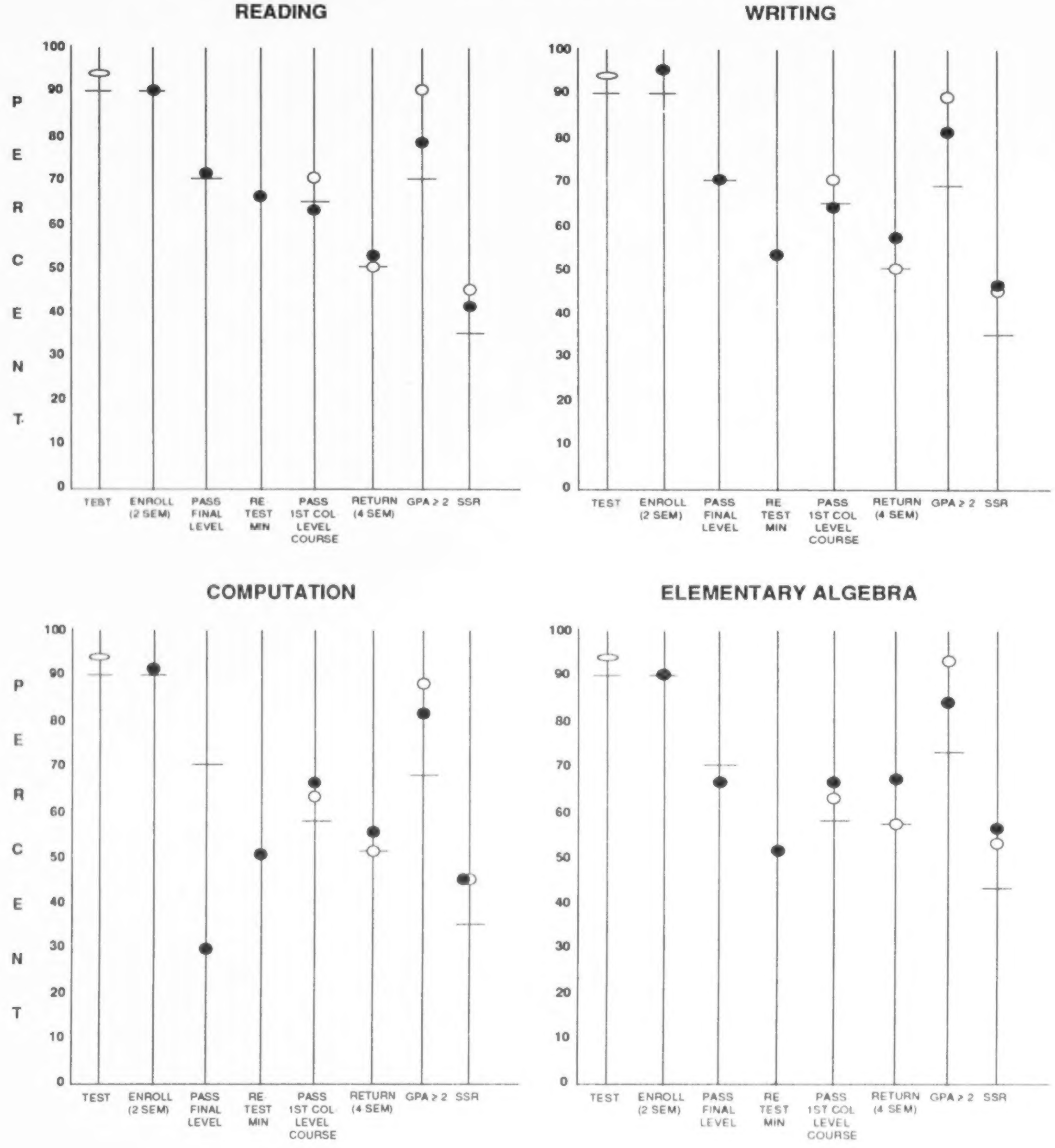
The remedial course passing rates in computation were very low. This warrants examination by Camden's faculty.

Additional Suggestions for Further Inquiry

In each of the four areas, the college-level course performances and GPA's of the remediated students differed little from those of the non-remedial comparison groups (and in some instances the remediated groups outperformed the non-remedial groups on these indicators). These outcomes were especially surprising in light of the low percentages of remedial completers who reached the college's minimum scores on retests. The college may wish to explore this paradox.

CAMDEN COUNTY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort



KEY

— PROVISIONAL STANDARD OF PERFORMANCE

⬭ STUDENTS TESTED

● REMEDIAL STUDENTS

○ NON-REMEDIAL STUDENTS

N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD < 10 STUDENTS

READING	105
WRITING	124
COMPUTATION	300
ELEMENTARY ALGEBRA	284

CUMBERLAND COUNTY COLLEGE

Policy Administration

Cumberland County College tested 100% of its full and part-time students in 1984, a commendable achievement. Moreover, similar testing rates were reported in 1983.

The college enrolled within two semesters 94% and 90% of its identified full-time students in appropriate remedial courses in writing and in computation respectively. These rates met the Board's minimum enrollment standard. In reading, on the other hand, only 86% of the full-time students who were identified for remediation had enrolled within two semesters (which did not meet the Board's minimum enrollment standard). In addition, 82% of the students identified for remedial algebra were enrolled in remedial courses within two semesters (a two-semester enrollment standard has not been set for algebra). By the fourth semester, few full-time students who needed remedial courses had not yet enrolled in them (reading, 6; writing, 0; computation, 2; and algebra, 2), which met the provisional standard in all areas.

Remedial Areas

Reading

Placement Criteria. An NJCBSPT-RC score of 165 was used as the criterion for placement, both in 1983 and in 1984. Curiously, higher percentages of the entering class (58% of full-time and 62% of part-time students) were identified for remedial reading in 1984 than in 1983 (46% of full-time and 34% of part-time students), despite a decline in the number of students tested.

Remedial Course Outcomes. Of students enrolled in the final-level remedial course, 79% of the full-time students and 75% of the part-time students passed the course (which met the provisional standard).

The college reported aggregate retesting data for more students (101) than had enrolled in and passed the final level of reading remediation (approximately 76 students); hence the college did not report its retest data in accordance with the guidelines of the Basic Skills Council. Nevertheless, the institution's report stated that 59% of the retested students attained the college's minimum score on the retest. In contrast, 91% of the comparable students in the 1983 cohort met the minimum score. Both the discrepancy in the enrolled in (and passed?) vs. retested numbers in 1984 and the dramatic decline in retest results from 1983 to 1984 are reasons for concern and need to be addressed.

Subsequent Academic Performance. Follow-up academic outcomes for the remediation-completed group were mixed. While the remediation-completed group passed the first (subsequent) college-level course at a rate comparable to that of the non-remedial students (81% vs. 82% respectively, which met the provisional standard), the GPA comparison yielded quite different results. Just over half of the remedial completers (52%) had GPA's at or above a "C" compared with 88% of the non-remedial group; the 36 percentage point difference missed the provisional standard by a wide margin. Further, the gap in GPA performance between the two groups had widened compared to that reported for the 1983 cohort (91% vs. 70% respectively for the two study groups in 1983-85, a difference of 21 percentage points).

Cumberland's remediation-completed group was retained in the fourth semester at a higher rate than that of the non-remedial group (61% vs. 51%), which met the provisional standard. The remedial completers as a group attained an SSR of 32%, compared to 45% for the non-remedial students; the difference did not meet the provisional standard.

Writing

Placement Criteria. An NJCBSPT-SS score of 165 (which met the provisional standard and was four points above it) was used as the criterion for placement. The NJCBSPT-Essay was not used for remedial placement. Forty-three percent of the full-time and 49% of the part-time students were identified for remedial writing courses.

Remedial Course Outcomes. Of the students enrolled in the final level of remedial writing, 79% of the full-time students and 81% of the part-time students passed the course. These passing rates met the provisional standard. As in the reading area, the college reported aggregate retesting data for more students (112) than had enrolled in and passed the final-level remedial writing course (94 students); hence the college did not report its retest data in accordance with the guidelines of the Basic Skills Council. Nevertheless, 58% of the students reported on reached the college's minimum score on the retest. This result was markedly lower than the 71% reported for the 1983 cohort. These data and the reporting discrepancy merit attention by the college.

Subsequent Academic Performance. Seventy-three percent of the remedial completers passed the first (subsequent) college-level writing course, compared to 80% of the non-remedial students; the difference did not meet the provisional standard. On the more general indicator of academic success, only 49% of the remediation-completed students had GPA's at or above "C," as compared to 87% of the non-remedial students; the 38 percentage point difference in performance between the two study groups missed the provisional standard by a wide margin. Further, this GPA gap represented a decline from the 18-point gap (75% and 93% respectively for the two groups) seen in 1983.

Remediation-completed students returned in the fourth semester at a higher rate than non-remedial students (66% vs. 47%), which met the provisional standard. The remedial completers as a group exhibited an SSR of 32% compared to 41% for the non-remedial students; the difference met the provisional standard.

Computation

Placement Criteria. The criterion used for placement at Cumberland was an NJCBSPT-MC score of 165, which met the provisional standard. Forty-six percent of the full-time and 53% of the part-time students were identified for remediation.

Remedial Course Outcomes. Of the students enrolled in the final level of computation at Cumberland, 71% of full-time and 75% of part-time students passed the course. These passing rates met the provisional standard. No data on retesting were reported for the 1984 cohort, despite the availability of retest data for the previous cohort; thus, the college did not fulfill the guidelines of the Basic Skills Council.

Subsequent Academic Performance. Only 42% of the students who completed computation passed the first (subsequent) college-level course, compared to 72% of the non-remedial students; the 30 percentage point difference missed the provisional standard by a wide margin and represented a decline in performance from the 18 percentage point gap reported for the 1983 cohort. In keeping with this finding, just over half (52%) of the computation completers had cumulative GPA's at or above "C," compared to 84% of the non-remedial students; the 32 percentage point difference in GPA's did not meet the provisional standard. Further, this gap had more than doubled from the 14 percentage point difference reported for the previous cohort.

Unlike the pattern seen in the reading and writing areas at the college, in computation the retention rate for the remediation-completed group fell short of that for the non-remedial comparison group (48% vs. 51% respectively), which did not meet the provisional standard. Not surprisingly, the SSR of the remedial completers as a group was only 25%--18 percentage points lower than the SSR of the non-remedial group (43%); the difference did not meet the provisional standard.

This consistent pattern of unfavorable results across the indicators--and especially given the low passing rate in the first (subsequent) college-level math course and the lack of retest data--suggested that the college should review seriously the efficacy of its computation program.

Elementary Algebra

Placement Criteria. In 1984, an NJCBSPT-EA score of 168 (down from 174 in 1983), for students whose NJCBSPT-MC was greater than 165, was used at Cumberland (which met the provisional standard). Seventy percent of the full-time and 93% of the part-time students were identified for algebra remediation.

Remedial Course Outcomes. Sixty-one percent of the full-time students in the final-level remedial algebra course passed it, which did not meet the provisional standard. Part-time students passed the remedial course at a rate of 70%, which met the provisional standard. The percentage of students who reached the college's minimum score on the retest was low (51%). As in the other skill areas where retesting was reported, however, the retest data included an unspecified number of students who earned a grade of "D," even though such students were required to repeat the remedial course. This made it difficult to interpret the low percentage.

Subsequent Academic Performance. Only 53% of the students who completed algebra remediation passed their first (subsequent) college-level math course, a rate that was 13 percentage points below that of the non-remedial comparison group (66%) and which therefore did not meet the provisional standard. It should be noted that the college reported on only 17 of the approximately 77 full-time students who passed the final level of algebra remediation. Sixty-eight percent of the remediation-completed group had cumulative GPA's at or above "C," compared to 72% of the non-remedial students; the difference met the provisional standard.

As for retention, a pattern emerged that was similar to the one seen in the computation area. Completers of remediation returned in the fourth semester at a low rate (35%) compared to the non-remedial students (58%); the difference between the groups missed the provisional standard by a wide margin. Not surprisingly, the SSR for the algebra-remediated group was also low (24%) relative to that for the non-remedial students (41%) and did not meet the provisional standard; these rates should be of concern to the institution, especially since the SSR's had declined considerably from the 1983 to the 1984 cohorts (41% and 56% respectively in 1983).

These data suggested that the remedial mathematics courses were not serving students well. The college might examine why higher percentages of its completers of remedial math courses left the institution than similar completers of remedial reading and writing.

Overview

Strengths

Cumberland County College is to be commended for its consistently high testing rate for both full- and part-time students.

Similarly, of the full-time students who were identified for remedial assistance in writing and in computation, the college succeeded in enrolling over 90% in appropriate remedial courses within two semesters. By the fourth semester, nearly all students in all four skill areas who were identified for remediation had begun the necessary remedial courses.

Passing rates in remedial reading, writing and computation courses all met the provisional standard.

Students who completed remediation in reading and in writing returned in the fourth semester in greater percentages than the non-remedial comparison groups. Further, these retention rates for remedial completers represented an improvement over those reported for the previous (1983) cohort.

Areas of Concern

A number of concerns surfaced during review of Cumberland's data for the 1984 cohort. Perhaps foremost was the apparent general decline in the academic performance of remedial completers in all skill areas and across most indicators, as viewed with comparable outcomes reported for the previous (1983) cohort. The overall picture was that of a set of remedial programs whose outcomes were declining rather than improving over time. This is cause for immediate attention. The institution should assess how much of this picture was real and how much was attributable to data inconsistencies and reporting changes.

In the reading area, the two-semester enrollment percentage dropped below the Board's minimum requirement for full-time students. The college should address this administrative shortcoming.

No data on retesting were reported for computation, despite the fact that these data had been provided for the previous cohort. Retest data that were submitted (other areas) were not strictly compiled in accordance with the guidelines of the Basic Skills Council. This made all available outcomes--and especially the apparent large decline in retest performance from the 1983 to the 1984 cohort--all the more difficult to assess.

Nonetheless, the fact that other academic outcomes (e.g., passing rates in first college-level courses and GPA data) for the 1984 cohort showed a parallel decline from the rates reported the year before suggested that at least the downward trend of the retest data, if not their magnitude, was accurate. This requires attention by the college.

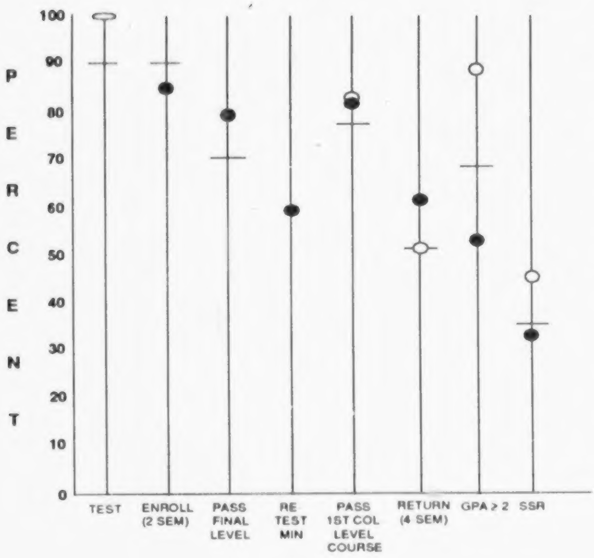
In the mathematics areas especially, the consistent pattern of unfavorable results across the indicators--and given the low passing rates in the first (subsequent) college-level courses--suggested that the remedial mathematics courses at Cumberland were not serving students well.

82

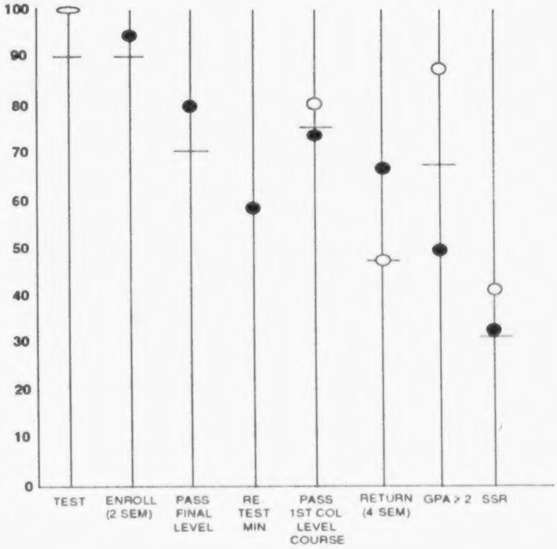
CUMBERLAND COUNTY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

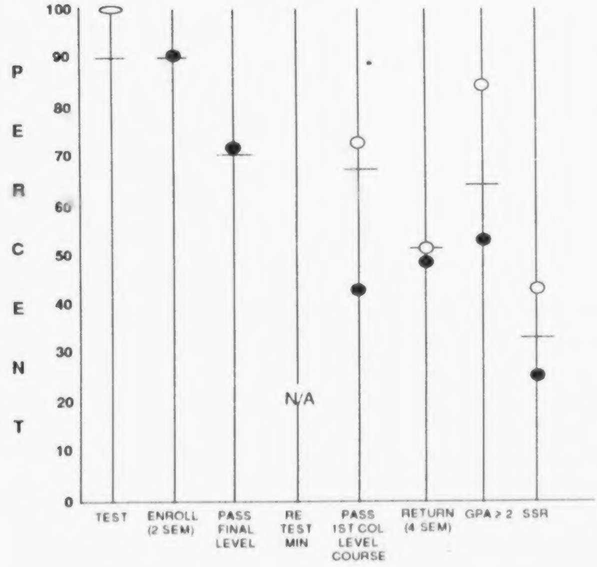
READING



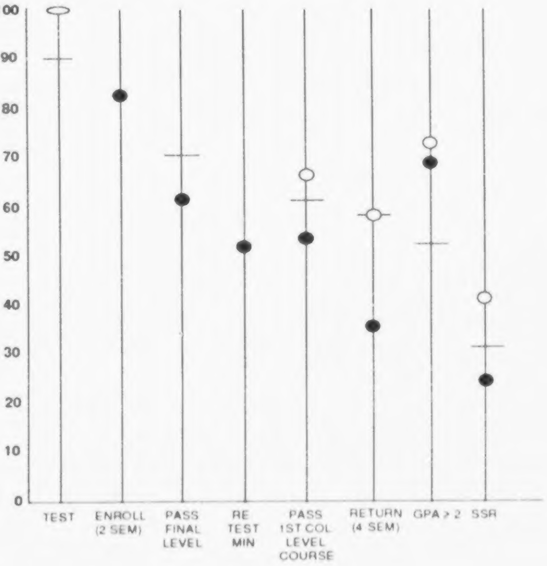
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY
— PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD < 10 STUDENTS

READING	6
WRITING	0
COMPUTATION	2
ELEMENTARY ALGEBRA	2

* RETESTING ("RETEST MIN") MAY INCLUDE PART-TIME STUDENTS

ESSEX COUNTY COLLEGE*

Policy Administration

In 1984, Essex County College tested 97% of its full-time students (and 99% in 1983), which met the Board's 90% minimum testing criterion. However, the testing rate for part-timers was only 67% (which did not meet the Board's minimum criterion), down from 94% in 1983. The college reported that many more part-timers were, in fact, tested in 1984, but a computer error kept these results from being captured appropriately.

Essex enrolled in remedial courses within two semesters 93% of the full-time students identified for writing and 91% of those identified for computation, but only 72% of those identified for reading. The first two rates met the Board's minimum enrollment standard but the latter did not. Sixty-eight percent of the full-time students identified for remedial algebra were enrolled in remedial courses within two semesters (no standard has been set for algebra).

By the fourth semester, all but nine or fewer students each in three skill areas (writing, 0; computation, 9; and elementary algebra, 0) who needed remediation and were still at the college had begun the necessary remedial courses (which met the provisional standard). Despite these favorable results, however, 40 full-time students identified for reading returned in the fourth semester without having enrolled in a remedial reading course; this did not meet the provisional standard.

Remedial Areas

Reading

Placement Criteria. Essex County College used an NJCBSPT-RC cutoff score of 168 (up from 161 in 1983), which met the provisional standard and was seven scaled-score points above it. At this level, 83% of the full-time and 79% of the part-time students were identified for reading remediation.

Remedial Course Outcomes. Over 72% of full-time and 77% of part-time enrollees passed the final-level of remediation. These rates met the provisional standard. Sixty-seven percent of the students who passed the course and were retested met the college's minimum score on the retest (Test of Adult Basic Education). Unfortunately, retest results were from the Fall 1984 semester only; hence the college did not fulfill the guidelines of the Basic Skills Council.

**In order to appreciate the scope of remediation at Essex County College, the following supplementary information regarding the skill levels of the incoming (fall 1984) class is provided. Of the over 1400 new students enrolled in the fall of 1984, 20% were classified as English-As-A-Second-Language (ESL) students on the basis of the Bilingual/Foreign student placement test and were placed in an appropriate ESL course. Of the students tested with the NJCBSPT, over 90% needed one or more remedial courses in English, reading, or mathematics. Over two-thirds of those tested required multiple levels of remediation in all subject areas, which would constitute at least one full year of remediation. These figures, consistent over the last five years, underscore the tremendous challenge of remediation at Essex County College.*

Subsequent Academic Performance. Students who completed their remediation passed the first (subsequent) college-level course at a higher rate (83%) than those who did not need remediation (67%). This met the provisional standard and exceeded it by 21 percentage points. The percentage of students with a GPA at or above "C" was lower for the remedial students than for the non-remedial students (65% vs. 91% respectively), which did not meet the provisional standard.

Thirty-seven percent of the remediated students returned in the fourth semester, compared to only 8% of the non-remedial students, which met the provisional standard. It should be noted, however, that the non-remedial group comprised only 11 returning students. This accounted for the large difference between the two groups in SSR: 23% for the remediated students versus 7% for the non-remedial group (which did not meet the provisional standard).

Writing

Placement Criteria. The placement cutoff used in writing was a score of 9 on the (locally scored) NJCBSPT-Essay, which met the provisional standard and was one point above it. Sixty percent of the full-time and 57% of the part-time students in the cohort were placed in remediation.

Remedial Course Outcomes. The final level of remediation was passed by 69% of the full-time enrollees and 73% of the part-time enrollees. The latter rate met the provisional standard but the former missed it by one percentage point. Eighty-one percent of those who completed remediation and were tested achieved the college's minimum score on the retest (a departmental sentence structure test). However, these retest results were for the Fall 1984 semester only; hence the college did not fulfill the guidelines of the Basic Skills Council.

Subsequent Academic Performance. Only 49% of the remediated students passed the first (subsequent) college-level writing course while 70% of the non-remedial students passed the same course; the difference did not meet the provisional standard (cf. both groups passed at a rate of 64% in 1983-85). However, the percentages of students with a GPA at or above "C" were comparable for both study groups (70% for remedial completers and 73% for non-remedial students), which met the provisional standard.

Students who completed remediation were retained for four semesters at a much higher rate (45%) than those who did not need remediation (16%), which met the provisional standard. However, only 41 non-remedial students made up the returning cohort. Chiefly due to the large difference in retention between the groups, the SSR for the remediated students exceeded that for the non-remedial students by 20 percentage points (31% vs. 11%), which met the provisional standard and was a reversal of the typical pattern.

Computation

Placement Criteria. Essex County College used a cutoff score of 169 on the NJCBSPT-MC. This met the provisional standard and was four scaled-score points above it. Use of the criterion resulted in 84% of the full-time students and 81% of the part-time students being identified for remediation.

Remedial Course Outcomes. In 1984-86, only 48% of full-time enrollees and 56% of part-time enrollees passed the final-level course. These rates did not meet the 70% provisional standard. However, of the students who passed and were retested, 86%

reached the college's minimum score on the retest, a departmental 30-item test. Unfortunately, these retest results were for the Fall 1984 semester only; hence the college did not fulfill the guidelines of the Basic Skills Council.

Subsequent Academic Performance. Remediated students passed the first (subsequent) college-level course at the rate of 63% while the non-remedial students passed the course at the rate of 80%. The difference did not meet the provisional standard. Seventy-eight percent of remediation completers had GPA's at or above "C" compared to 91% of the non-remedial students; the difference in percent between the two groups met the provisional standard.

As in reading and writing areas, four-semester retention rates in computation were higher for the remediated group (37% of completers returned in the fourth semester) than for the non-remedial students (26% returned) and met the provisional standard. Similarly, the SSR of the remediated students (28%) exceeded that of the non-remedial students (23%), which met the provisional standard and was a reversal of the typical pattern.

Elementary Algebra

Placement Criteria. A score of 168 on the NJCBSPT-EA (which met the provisional standard) was used as the remedial algebra cutoff for students whose NJCBSPT-MC score was above 168. The NJCBSPT-EA cutoff subsequently was raised to 176 for the Fall 1985 cohort. All students who were identified for computation were required to complete remediation in algebra. Thus in 1984, 86% of the full-time and 88% of the part-time students were identified for remediation.

Remedial Course Outcomes. The passing rate in remedial algebra was 56% for the full-time and 63% for the part-time students. These rates did not meet the provisional standard. However, 83% of the students who both passed and were tested (N=25) reached the college's minimum score on the retest, a 30-item departmental test. As in the other skill areas, the retest results were from the Fall 1984 semester only; hence the college did not fulfill the guidelines of the Basic Skills Council.

Subsequent Academic Performance. Only 42% of the remediated group passed the first (subsequent) college-level course in mathematics while 91% of the non-remedial group (N=11) passed. The difference did not meet the provisional standard. Seventy-three percent of the remediation-completed students had GPA's at or above "C" compared to 91% of the (21) students in the non-remedial group. The difference in GPA's met the provisional standard.

Retention rates favored the remediated students, 59% of whom returned for the fourth semester compared to only 20% of the non-remedial students (which met the provisional standard). The SSR was 43% for the remediated group and only 17 for the non-remedial students; this difference met the provisional standard and was a reversal of the typical pattern.

Overview

Strengths

Essex County College tested 97-99% of its full-time students over two consecutive cycles of reporting.

86

The college has been effective in enrolling high percentages of its identified students in writing and computation courses within two semesters. Further, no students who needed remediation in writing or elementary algebra and few who needed computation remained in the fourth semester without having begun remediation.

In writing, computation and algebra, the percent GPA's at or above "C" for the remediated groups compared favorably to those of the non-remedial students.

Students who completed remediation (all skill areas) outperformed the non-remedial students in retention and SSR, and by a wide margin in most cases.

Completers of remediation in reading passed the first (subsequent) college-level course at a higher rate than the non-remedial students.

Areas of Concern

The testing rate for part-time students may have dropped below the Board's minimum requirement. The college should ascertain whether this was so.

The low passing rates for the final-level remedial courses in computation and algebra warrant attention by the college. Only about half of the students passed these remedial courses.

The furnished retesting data (all skill areas), instead of being accumulated over the four-semester period, were from a single semester only. This made interpretation of these results difficult.

While remediated students in writing, computation and algebra had GPA levels that met the provisional standard relative to non-remedial students, the passing rates for remedial completers in the first (subsequent) college-level courses in these areas were low.

The college fell below the Board's minimum two-semester enrollment standard in Reading. Of even greater concern was the large number of identified, full-time students who were present at the college in the fourth semester but had not yet enrolled in the necessary reading courses. The college should address this administrative shortcoming.

Additional Suggestions for Further Inquiry

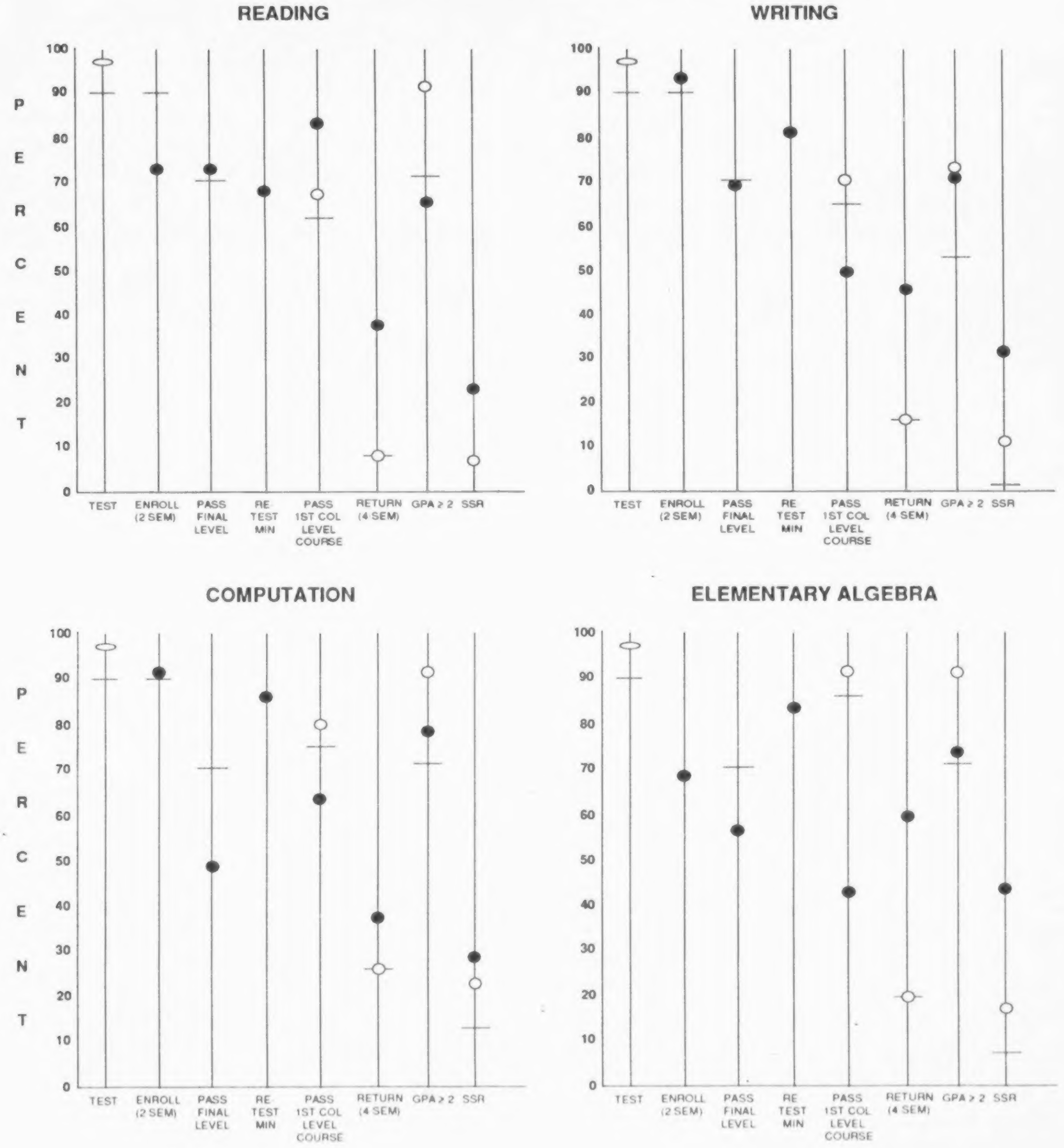
The low retention rates of non-remedial students at Essex raised the possibility of "false positive" interpretation of the retention-based results for this institution (i.e., fourth-semester return rates and SSR's for the remedial completers, relative to the performance of the non-remedial students). Moreover, the small size of the non-remedial student comparison groups (fourth-semester returnees) relative to the larger number of remedial completers made comparisons between the two groups problematic. The college may wish to explore these points further.

The college might look carefully at the placement records of those students who needed but did not complete remediation in reading and writing. Paradoxically, such students outperformed the remediated students on nearly all academic measures.

1984-86

ESSEX COUNTY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort



KEY — PROVISIONAL STANDARD OF PERFORMANCE

⬭ STUDENTS TESTED

● REMEDIAL STUDENTS

○ NON-REMEDIAL STUDENTS

N/A NOT AVAILABLE

* RETESTING ("RETEST MIN") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	40
WRITING	0
COMPUTATION	9
ELEMENTARY ALGEBRA	0

GLOUCESTER COUNTY COLLEGE

Policy Administration

Gloucester tested nearly all (99.8%) of its full-time students and 95% (up from 66% in 1983) of its part-time students, a commendable result which met the Board mandate for testing. In reading (99%), writing (97%) and computation (91%), the college enrolled within two semesters more than the required minimum of 90% full-time students in the necessary remedial courses. In the fourth semester, zero to five identified students per skill area were present without having begun the necessary remediation; hence, the college met the provisional standard in the three skill areas for which data were reported. Data were not provided for elementary algebra; thus, the institution did not fulfill the guidelines of the Basic Skills Council.

Remedial Areas

Reading

Placement Criteria. Gloucester used an NJCBSPT-RC score of 161 as its criterion for placement. It identified 26% of the full-time students and 14% of the part-time students for reading remediation. The criterion met the provisional standard but the percentages of students identified were low.

Remedial Course Outcomes. The final level of remedial reading was passed by 64% of the full-time and 89% (n=9) of the part-time enrollees. Although the part-time rate met the provisional standard, the percentage for full-timers did not. Just over half (51%) of those who passed the course reached the minimum on the retest. The college reportedly followed a questionable policy of permitting faculty to add four points to each retest score "to account for the standard error of measurement" of the test. This non-standard practice, while not reflected in the retest percentages reported here, did inflate the passing rates since the retest was used as an exit instrument at the college.

Subsequent Academic Performance. In the subsequent college-level English course, 89% of the reading completers passed, exceeding the 79% passing rate of the non-remedial students. This met the provisional standard and was a reversal of the usual pattern. The subsequent GPA percentage at or above "C" was not as high for the completers (56%) as for the non-remedial students (74%), but the difference met the provisional standard.

Retention at four semesters, on the other hand, was higher for completers (67%) than for non-remedial students (49%) and thus met the provisional standard. Owing to this high retention rate, the completers also had an SSR (38%) which exceeded that of the non-remedial students (36%) and therefore met the provisional standard. These reversals of the typical patterns were positive indicators of effectiveness.

In summary, even with the low passing rates in the remedial courses and the problematic retesting, other indicators--retention, SSR, GPA, and passing rate in the subsequent college-level course--pointed in a positive direction.

Writing

Placement Criteria. Gloucester used an NJCBSPT-English Composition (composite) score of 165, by which it identified for writing remediation 55% of its full-time and 29% of its part-time students. The criterion was consonant with the provisional standard.

Remedial Course Outcomes. Seventy-two percent of the full-time and 85% of the part-time students passed the final level of remedial writing, and both rates met the provisional standard. Sixty-seven percent of the students who passed the course met the college's minimum on the retest. As in reading (see above), faculty were permitted to add four points to each retest score.

Subsequent Academic Performance. The same percentage (81%) of remedial writing completers as non-remedial students passed the subsequent English composition course, which met the provisional standard. Further, the GPA percentage at or above "C" for the completers (65%) relative to the performance of the non-remedial students (77%) also met the provisional standard.

Retention at four semesters was higher for completers (59%) than for the non-remedial students (52%) and thus SSR's for the two groups were also comparable (38% vs. 40%). Data for both indicators met the applicable provisional standards. In short, the academic indicators were uniformly positive for Gloucester's writing program.

Computation

Placement Criteria. The college used an NJCBSPT-MC score of 165, which met the provisional standard, along with ACT/SAT scores and high school transcript information to identify students for remediation. Fifty-four percent of its full-time and 45% of its part-time students were identified for computation.

Remedial Course Outcomes. Of the 269 full-time enrollees, 68% passed the computation course. Seventy-eight percent of the part-timers passed. The percentage for part-time students met the provisional standard but the percentage for full-time students did not. On the retest, 94% of the completers reached the college's minimum. Note that the faculty were permitted to add four points to each of the retest scores (see "Reading" section).

Subsequent Academic Performance. In the subsequent college-level math course, 63% of the completers passed compared with 75% of non-remedial students. The difference did not meet the provisional standard. Further, the subsequent GPA percentage at or above "C" was lower for completers (59%) than for non-remedial students (82%) and this difference did not meet the provisional standard.

Fourth-semester retention, however, strongly favored the completers over the non-remedial students (63% vs. 50% respectively) and thus met the provisional standard. As a result, the difference in SSR between completers (37%) and non-remedial students (41%) was small (and it met the provisional standard).

The indicators for computation presented a mixed picture. The high percentage reaching the minimum level on the retest was neither complemented by a strong percentage passing the subsequent college-level math course nor by GPA's that approached those of the non-remedial students.

Elementary Algebra

Gloucester offered courses in elementary algebra but apparently did not require remediation in that skill area (algebra placement was at the option of the student or upon recommendation of the first college-level math instructors). No data were furnished; thus, the institution did not fulfill the guidelines of the Basic Skills Council for this skill area.

Overview

Strengths

The college is to be commended for its efficient testing and enrolling of students in remedial reading, writing and computation, and especially for the dramatic improvement in part-time testing rate in a single year. Further, the ongoing changes and improvements documented in the institution's report serve as evidence of the college's commitment to provide remediation for both its full-time and part-time students.

Retention rates for remediation-completed students were higher across all reported skill areas than the rates for non-remedial students.

The remedial writing area presented a uniformly positive set of outcome measures, thus making a compelling argument for the effectiveness of this program.

Areas of Concern

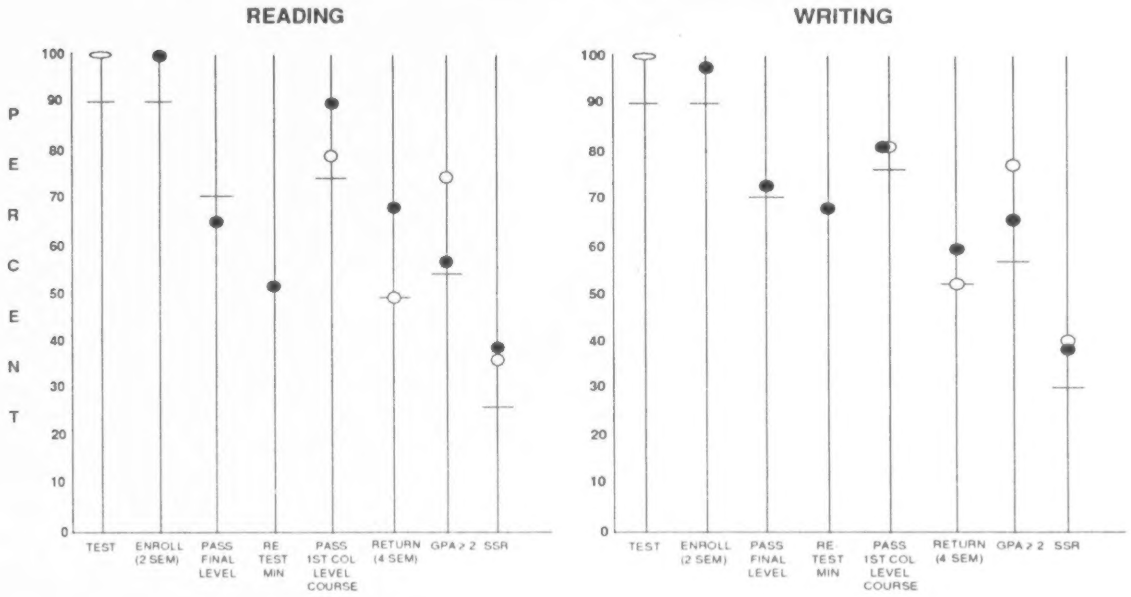
The college did not use the NJCBSPT for algebra placement, despite the longstanding policy of the Board of Higher Education. Further, data were not provided on elementary algebra, contrary to the guidelines of the Basic Skills Council. The self-selected nature of the algebra courses that were offered at the college likely resulted in fewer students being served. The mixed picture of indicators for the computation completers might have been more positive had the students gone on to complete algebra remediation prior to enrolling in college-level math courses. The entire set of college policies on elementary algebra should be reviewed and brought into compliance with Board requirements.

The low percentages of students identified for reading should be examined by the college.

The college should reconsider its policy of permitting faculty to add four points to each student's retest score.

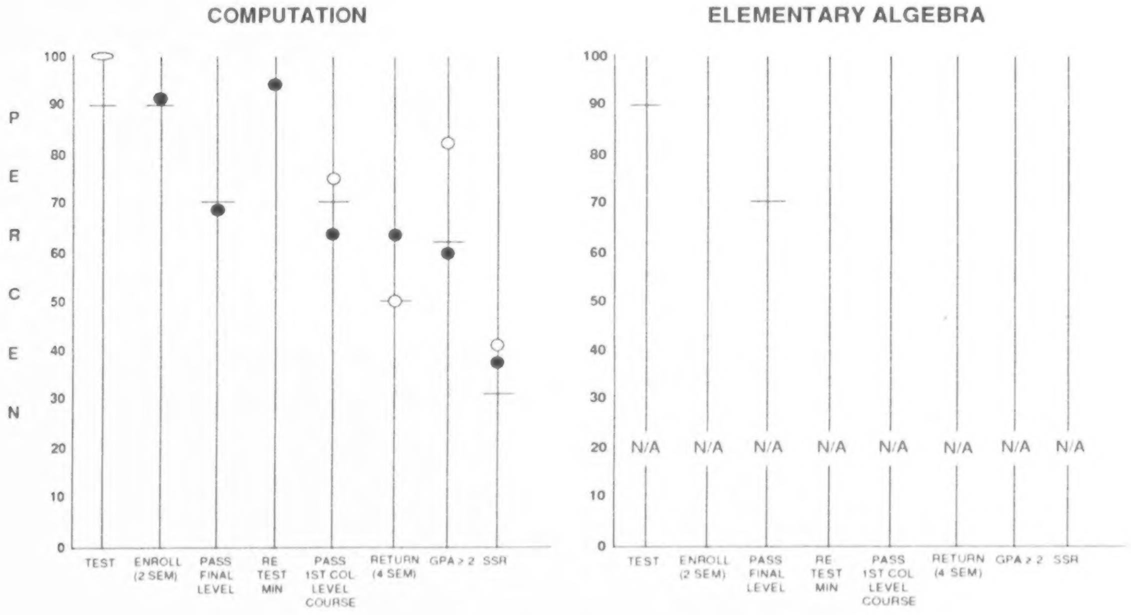
GLOUCESTER COUNTY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort



READING

WRITING



COMPUTATION

ELEMENTARY ALGEBRA

KEY
— PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	0
WRITING	1
COMPUTATION	5
ELEMENTARY ALGEBRA	N/A

HUDSON COUNTY COMMUNITY COLLEGE

Policy Administration

Hudson County Community College tested 100% of its students who were required to be tested, both full- and part-time, in 1983 and in 1984, which satisfied the Board's minimum standard of 90%. This performance is commendable. Moreover, the college enrolled in necessary remedial courses within two semesters all full-time students who needed remediation in reading (100%) and virtually all in writing (99%); these percentages met the Board's minimum enrollment standard for full-time students. Only 86% of the full-time students identified for computation were enrolled in appropriate remedial math courses within two semesters; this rate, an improvement over the 1983-84 enrollment rate of 82%, nevertheless did not meet the Board's minimum standard. Fifty-two percent of the students identified for elementary algebra enrolled in the required remedial course within two semesters, an improvement from the 36% reported for the 1983 cohort (a two-semester enrollment standard for algebra has not been set).

Of the full-time students identified for remedial reading and/or writing instruction, zero were present in the fourth semester without having taken the required remedial courses (which met the provisional standard). However, 47 full-time students needing computation and 10 needing elementary algebra were present fourth semester and yet had not begun the necessary remedial work; the latter value met the provisional standard but the former did not.

Remedial Areas

Reading

Placement Criteria. In 1984, Hudson raised its placement cutoff score in reading from 161 to 166 on the NJCBSPT-RC. The latter criterion met the provisional standard and was five scaled-score points above it. Fifty-five percent of both the full-time and part-time students were identified for remedial instruction in reading.

Remedial Course Outcomes. Of the students enrolled in the final-level remedial reading course, 54% of the full-time and 67% of the part-time students passed the course. Neither rate met the provisional standard. Moreover, both rates reflected a decline from the 1983-cohort results (cf., 67% of full-time and 73% of part-time enrollees in 1983-85). Forty-nine percent of the students who passed the final-level course attained the college's minimum score on the retest.

Subsequent Academic Performance. Remediated students in the 1984 cohort passed the first (subsequent) college-level course at a higher rate than the non-remedial students (78% and 74% respectively), which met the provisional standard and was a reversal of the typical pattern. Further, this passing rate for remediated students was an improvement over the 59% reported for the 1983 cohort. The percentage of remediated students with a cumulative GPA of "C" or above was 28 percentage points lower than the rate for non-remedial students (51% vs. 79%); the difference did not meet the provisional standard.

A markedly higher percentage of remediated than of non-remedial students returned in the fourth semester (69% vs. 40%), which met the provisional standard. It should be noted that the non-remedial retention rate was quite low. The SSR for the remediated students was three percentage points higher than the rate for the non-remedial student comparison group (35% vs. 32% respectively), which met the provisional standard and was a reversal of the typical pattern. This reversal was due at least in part to the low retention of the non-remedial comparison group.

Writing

Placement Criteria. In writing, as in reading, the placement criterion was raised for the 1984 cohort: from 161 to 164 on the NJCBSPT-SS. The revised cut score met the provisional standard and was three scaled-score points above it. In 1984, 55% of the full-time and 54% of the part-time students were identified for remedial writing.

Remedial Course Outcomes. Of enrollees in the final-level remedial writing course, 51% of the full-time students (down from 68% for the 1983 cohort) and 67% of the part-time students (same rate as the 1983 cohort) passed the course. Neither rate met the provisional standard. Fifty-three percent of the students who passed the final-level course attained the college's minimum score on the retest.

Subsequent Academic Performance. The writing-remediated students as a group performed nearly as well as the non-remedial students in their rate of passing the first (subsequent) college-level writing course (70% and 72% respectively), which met the provisional standard. This passing rate for remediated students reflected improvement over the 1983-cohort results (i.e., only 60% in 1983-85). However, the cumulative academic performances of the two groups, as measured by the percentages attaining at least a "C" average, were dissimilar: 53% for remediated students vs. 79% for the non-remedial comparison group. The difference between the groups in GPA attainment did not meet the provisional standard.

Remediated students returned in the fourth semester at a higher percentage than the non-remedial students (58% vs. 39%), which met the provisional standard. SSR's for the two groups (31% and 30% respectively) were comparable (which met the provisional standard), chiefly because of the low retention of the non-remedial students at the college.

Computation

Placement Criteria. The placement criterion of 169 on the NJCBSPT-MC (raised from the 168 used for the previous cohort) met the provisional standard and was four scaled-score points above it. Sixty-nine percent of the full-time and 62% of the part-time students were identified for computation.

Remedial Course Outcomes. The final-level remedial course passing rates, 55% for full-time students and 52% for part-time students, did not meet the provisional standard. Moreover, the part-time rate reflected a drop from the 67% reported for the 1983 cohort. Forty-nine percent of the students who passed the final-level course attained the college's minimum score on the retest.

Subsequent Academic Performance. Remediated students passed the first (subsequent) college-level math course at the rate of 70%, compared to 75% for the non-remedial students; the difference met the provisional standard. The performance of remediated students on this indicator was an improvement over the 55% rate reported for the 1983 cohort. As to the relative GPA's, 60% of the remedial-completers had GPA's at or above a "C," compared to 85% of the non-remedial students; the difference did not meet the provisional standard.

Students who completed remediation had a higher rate of retention than the non-remedial students (58% vs. 35%), which met the provisional standard. It should be noted that the non-remedial retention rate was quite low; nevertheless, the retention rate of the remediated students had improved from the 47% reported for the previous cohort. The SSR for remediated students was six percentage points higher than that for the non-remedial students (35% vs. 29%); this met the provisional standard and was a reversal of the typical pattern. This reversal was due at least in part to the low retention of the non-remedial comparison group.

Elementary Algebra

Placement Criteria. Students whose NJCBSPT-EA scores fell below 168 (which met the provisional standard and was one scaled-score point above it) were identified for elementary algebra if they were in curricula that required algebra. This cutoff was one point higher than that used in 1983. Only 19% of full-time and 17% of part-time students were identified for elementary algebra.

Remedial Course Outcomes. The remedial course passing rates for the 1984 cohort, 64% for full-time students and 61% for part-timers, did not meet the provisional standard. However, 88% of the students who passed the remedial course reached the college's minimum level on the retest, an improvement from the 58% reported from the 1983 cohort.

Subsequent Academic Performance. All results should be viewed with caution because of the small sizes of the study groups. The passing rate in the first (subsequent) college-level math course for the remediated students (71%, n=7) was 12 percentage points lower than the rate for non-remedial students (83%, n=12); this difference, an improvement over the 29 percentage-point difference reported for the 1983 cohort, nonetheless did not meet the provisional standard. Only 42% (n=12) of the algebra-remediated students had a cumulative GPA at or above a "C" as compared to 90% (n=10) of the non-remedial students; this difference of 48 percentage points did not meet the provisional standard.

The retention of remedial completers (71%, n=17) exceeded that of the non-remedial students (48%, n=21), which met the provisional standard. The SSR for the remediated group (29%) was 14 percentage points lower than the rate for non-remedial students (43%); the difference did not meet the provisional standard.

Overview

Strengths

For several consecutive years, Hudson County Community College succeeded in testing 100% of the students required to be tested, both full- and part-time. This performance is commendable.

The college enrolled in appropriate remedial courses within two semesters all full-time students who needed remedial assistance in reading, and virtually all who needed remediation in writing.

In all four skill areas, students who completed remediation were retained in much higher percentages than the non-remedial comparison groups.

In reading, the passing rate in the first (subsequent) college-level course was higher for the remediated students than for the non-remedial students, a reversal of the typical pattern and a positive sign of strength. In writing and in computation, the college-level course passing rates for the remediated groups nearly matched the comparable rates for the non-remedial comparison groups.

A comparison of results from the 1983 and 1984 cohorts revealed improvements on at least some key indicators in each of the skill areas. In addition, placement cutoffs had been raised in each area.

A high percentage of students who passed the final-level remedial algebra course met the college's minimum score on the retest.

Areas of Concern

In computation, the college fell short of the Board of Higher Education's requirement to enroll within two semesters at least 90% of identified, part-time students in appropriate remedial courses. Moreover, 47 full-time students who needed computation persisted in the fourth semester without having begun the necessary remedial course work. These shortcomings should be addressed by the college.

Passing rates for the final-level remedial course in each of the skill areas were low. Further, these had declined from the rates of the previous cohort.

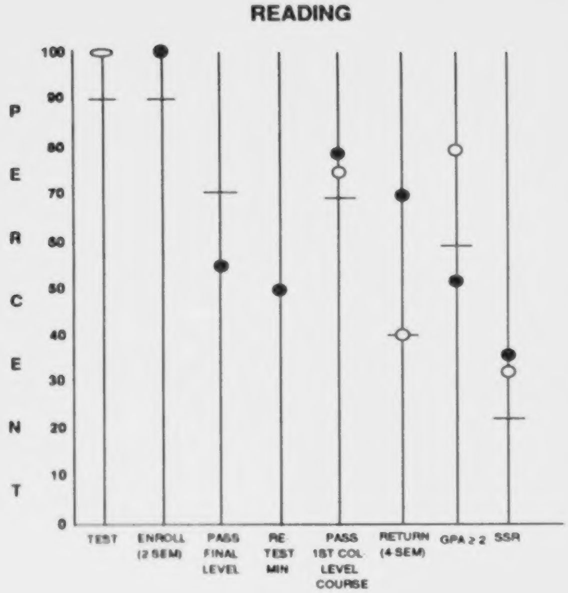
In all four areas, the performances of remediated and non-remedial students on the GPA indicator did not compare favorably. This was especially true in algebra.

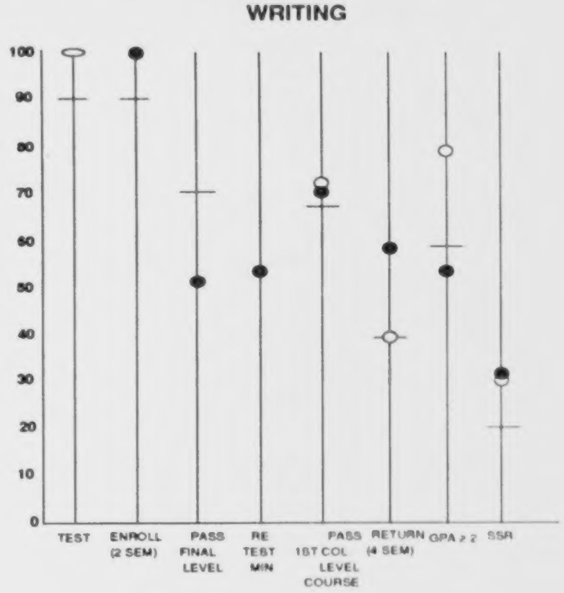
Additional Suggestions for Further Inquiry

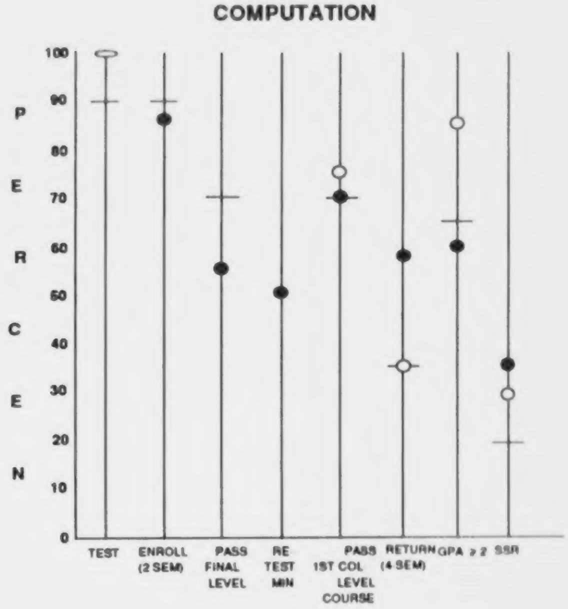
In each of the areas (and for the remediated students), the apparent disparity among college-level course passing rate, GPA and retesting results might be investigated by the college.

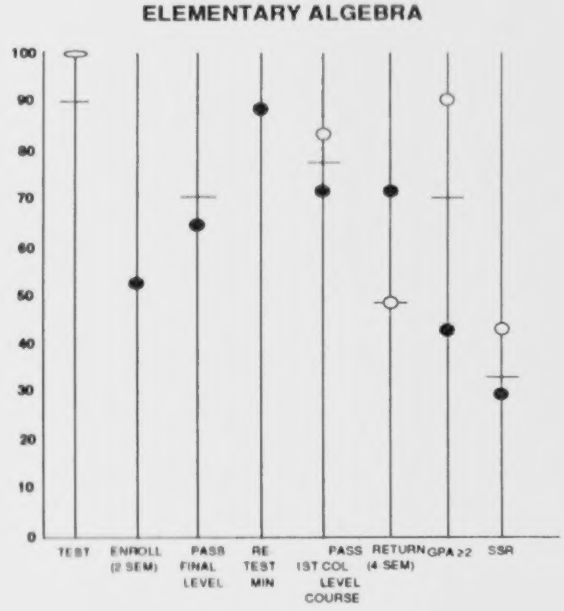
HUDSON COUNTY COMMUNITY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort









KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	0
WRITING	0
COMPUTATION	47
ELEMENTARY ALGEBRA	10

MERCER COUNTY COMMUNITY COLLEGE

Policy Administration

Mercer County Community College tested 100% of both its full-time and part-time students requiring testing in 1984, thus satisfying the Board's minimum testing requirement of 90%. This performance is commendable.

In reading, writing and computation, the percentages of full-time, identified students (of those tested) who were enrolled in needed remedial courses within two semesters met the Board's minimum enrollment standard (reading, 98%; writing, 96%; and computation, 95%). Seventy-seven percent of the students identified for elementary algebra enrolled in remedial algebra courses within two semesters (a two-semester enrollment standard for algebra has not been set).

Of the full-time students identified for remedial writing and/or computation, only eight and three respectively were present in the fourth semester without having enrolled in appropriate remedial courses; these numbers met the provisional standard. On the other hand, 12 full-time students identified for reading and 27 identified for algebra had not yet begun their necessary remediation in the fourth semester. These latter values did not meet the provisional standard.

Remedial Areas

Reading

Placement Criteria. In 1984, a cutoff score of 163 on the NJCBSPT-RC was used for placement. This criterion met the provisional standard and was two scaled-score points above it. In addition, the Degrees of Reading Power test was used to adjust remedial placements into one of two levels. Forty-five percent of both full-time and part-time students were identified for reading.

Remedial Course Outcomes. Seventy-six percent of the full-time and 74% of the part-time students passed the final-level remedial course; these passing rates met the provisional standard. Passing the retest, a locally developed "College Reading Assessment Test," was a condition for passing the course. Hence 100% of the students who passed the course reached the college's minimum on the retest. Note that Mercer's retest results, rather than being restricted to the cohort of interest, included data for all students who happened to be taking the remedial course along with students from the 1984 cohort (thus, the college did not fulfill the guidelines of the Basic Skills Council). Nevertheless, on account of the college's "100% passing" policy, this technical shortcoming did not affect interpretation of these results.

Subsequent Academic Performance. Sixty-eight percent of the remediated students passed the first (subsequent) college-level course, as compared to 88% of the non-remedial group. This 20 percentage-point difference did not meet the provisional standard. The percentage of remediated students with GPA's greater than or equal to "C" (54%) was 18 percentage points below that of the non-remedial comparison group (72%), which met the provisional standard. Note that Mercer included "incomplete" and "withdrawal" grades in its calculations of passing rates and GPA's.

A higher percentage of remediated than non-remedial students returned in the fourth semester (57% vs. 53%), which met the provisional standard. SSR's were 31% for the remediated group and 38% for the non-remedial group; the difference met the provisional standard.

Writing

Placement Criteria. In 1984, the college's primary criterion for placement into remedial writing was a scaled score of 165 on the NJCBSPT-SS (which met the provisional standard and was four scaled-score points above it). For students whose -SS scores fell within the range of 156-164 (inclusive), an NJCBSPT-Essay score of 8 was also used (which met the provisional standard). Two levels of remedial writing were offered. Remedial instruction in writing was required of 38% of the full-time students and 39% of the part-time students.

Remedial Course Outcomes. The passing rates in the final-level remedial course were 74% for full-time and 75% for part-time students. These rates met the provisional standard. Mercer administered a locally developed "Sentence Skills Test" on a pre-and post-test basis. Exit testing also included a local writing sample which was scored holistically. Passing the retest was a condition for passing the course. Hence 100% of the students who passed the course reached the college's minimum on the retest. Note that Mercer's retest results, rather than being restricted to the cohort of interest, included data for all students who happened to be taking the remedial course along with students from the 1984 cohort (thus, the college did not fulfill the guidelines of the Basic Skills Council). Nevertheless, on account of the college's "100% passing" policy, this technical shortcoming did not affect interpretation of these results.

Subsequent Academic Performance. The nine percentage-point gap between the remediated and non-remedial student groups in percent passing first (subsequent) college-level courses (71% vs. 80%) did not meet the provisional standard. Similarly, the 27 percentage-point difference between the two groups in percent GPA's at or above "C" (46% vs. 73%) did not meet the provisional standard. Note, however, that Mercer included "incomplete" and "withdrawal" grades in its calculations of passing rates and GPA's.

The college's retention rate for remediation-completed students compared favorably with the non-remedial group (54% vs. 51%), which met the provisional standard. The remediated group had an SSR of 24%, compared to 38% for the non-remedial group; the difference did not meet the provisional standard.

Computation

Placement Criteria. Students were placed into computation if they scored less than 165 on the NJCBSPT-MC (which met the provisional standard). Beginning in 1985, students who also had an NJCBSPT-EA score between 156 and 167 were placed into a special remedial course that integrated computation and algebra. Forty-six percent of the full-time students and 52% of the part-time students were identified for computation.

Remedial Course Outcomes. In 1984, 70% of full-time and 80% of part-time students passed the remedial course; both rates met the provisional standard. One hundred percent of the students who passed the course reached the college's minimum score on the retest. As in the other disciplines, passing the retest was a condition for exiting the course. Note that Mercer's retest results, rather than being restricted to the cohort of interest, included data for all students who happened to be taking the remedial course along with students from the 1984 cohort (thus, the college did not fulfill the guidelines of the Basic Skills Council). Nevertheless, on account of the college's "100% passing" policy, this technical shortcoming did not affect interpretation of these results.

Subsequent Academic Performance. Mercer's remedial completers passed the first (subsequent) college-level mathematics course at a rate of 59%, as compared to 73% for the non-remedial group. This 14 percentage-point difference did not meet the provisional standard. Fifty-six percent of the remediated students had GPA's at or above "C," as compared to 72% of the non-remedial group. This 16 percentage-point difference met the provisional standard. Note that Mercer used "incomplete" and "withdrawal" grades in its calculations of passing rates and GPA's.

Both retention and SSR results met the provisional standards. The remediated students returned at a higher rate than the non-remedial students (56% vs. 53%). The remediated students as a group had an SSR of 30% whereas the rate for non-remedial students was 38%.

Elementary Algebra

Placement Criteria. Students scoring below 167 on the NJCBSPT-EA were identified for remedial algebra. Beginning in 1985, students whose NJCBSPT scores fell below 165 on the NJCBSPT-MC and between 156 and 167 on the -EA section were placed into a course that integrated computation and algebra. Of the tested students, 60% of full-time and 74% of part-time students were identified for remedial instruction in algebra.

Remedial Course Outcomes. Passing rates for the final-level remedial course were 64% for full-time students and 70% for part-time students; the part-time rate met the provisional standard but the rate for full-time students did not. Passing the retest was a condition for passing the course. Hence 100% of the students who passed the course reached the college's minimum on the retest. Note that Mercer's retest results, rather than being restricted to the cohort of interest, included data for all students who happened to be taking the remedial course along with students from the 1984 cohort (thus, the college did not fulfill the guidelines of the Basic Skills Council). Nevertheless, on account of the college's "100% passing" policy, this technical shortcoming did not affect interpretation of these results.

Subsequent Academic Performance. The algebra-remediated students passed the first (subsequent) college-level math course at the rate of 66%, compared to 80% for the non-remedial students. This 14 percentage-point difference did not meet the provisional standard. On the GPA indicator, 61% of remedial completers had GPA's at or above "C," compared to 72% of non-remedial students; the 11 percentage-point difference met the provisional standard. Note that Mercer used "incomplete" and "withdrawal" grades in its calculations of passing rates and GPA's.

The retention rate was higher for the remediated group (63%) than for the non-remedial group (58%), which met the provisional standard. The SSR for remediated students fell only three percentage points below that of the non-remedial comparison group (39% vs. 42% respectively), which met the provisional standard.

Overview

Strengths

The college should be commended for its consistently high testing rates for both full- and part-time students.

Further, of the full-time students who were identified for remedial assistance in reading, writing and/or computation, the college succeeded in enrolling over 90% in appropriate remedial courses within two semesters. By the fourth semester, few students who had been identified for remedial writing and/or computation had not begun the necessary remedial courses.

Remediated students in all four areas returned in the fourth semester in higher percentages than non-remedial students.

Results for the reading, computation and elementary algebra programs were mixed. Nevertheless, the favorable retention, GPA and SSR patterns in these areas were positive signs of effectiveness.

The level of detail provided in Mercer County Community College's research report is evidence of a strong commitment to remedial program evaluation and research.

Areas of Concern

Too many full-time students identified for reading and/or elementary algebra were present in the fourth semester and had not yet begun the necessary remedial courses.

Data on retesting (all areas) were not restricted to the single cohort of interest, contrary to the guidelines of the Basic Skills Council. Although this technical shortcoming did not adversely affect interpretation of the data discussed here, the college should seek to remedy this reporting deficiency.

The performance differentials between remediated and non-remedial students in first (subsequent) college-level course passing rates (all disciplines) was an area of concern which emerged from the data reviewed here. These results would argue that a sizable proportion of students who passed Mercer's remedial courses did not have the skills necessary to succeed at the college level. This is an area that the institution should explore.

In writing, three of the four "subsequent academic performance" indicators (i.e., first college-level course passing rates, GPA's and SSR's) gave performance differentials that did not meet the provisional standards. This was especially surprising in light of the 100% retest data. The institution should reexamine the extent to which the writing program was serving the needs of underprepared students.

Additional Suggestions for Further Inquiry

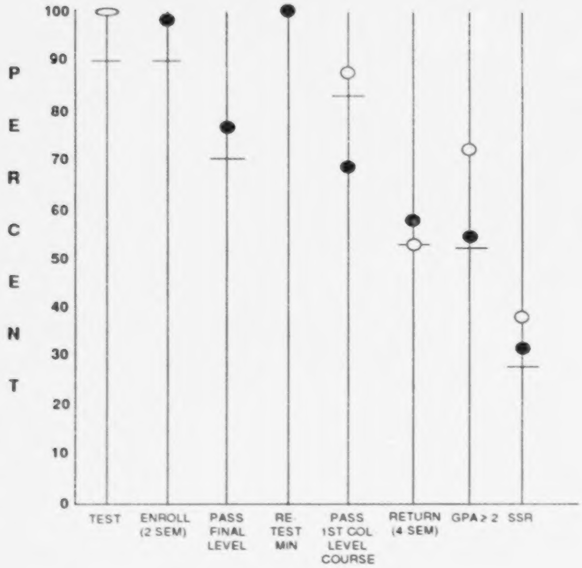
In each of the four areas, passing the retest reportedly was a condition for passing the course (i.e., 100% of the students who passed the final-level remedial courses attained the college's minimum scores on the retests). Yet in no area were the high retest data supported by favorable passing rates in first (subsequent) college-level courses. This pattern raised questions about exit criteria generally and about the appropriateness of the locally developed retest instruments (at least the designated minimum scores) specifically. The college may wish to explore this paradox.

1984-1986

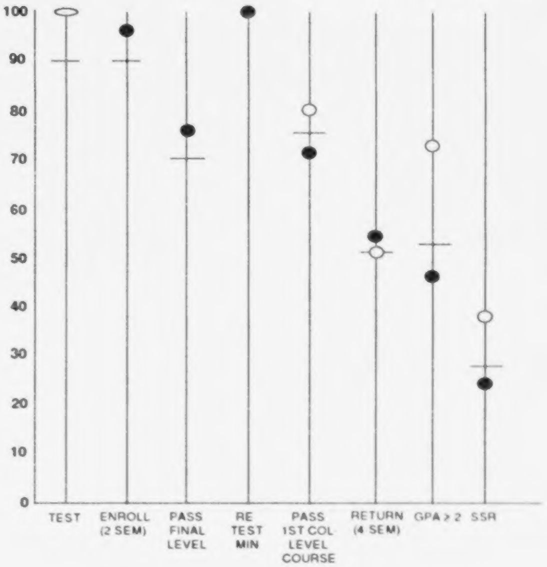
MERCER COUNTY COMMUNITY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

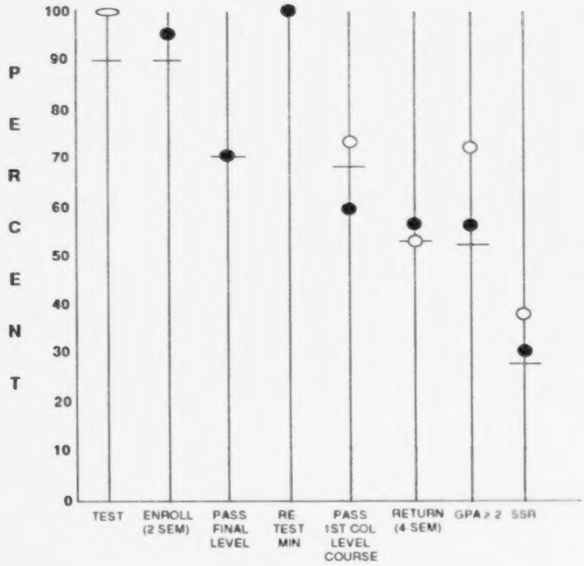
READING



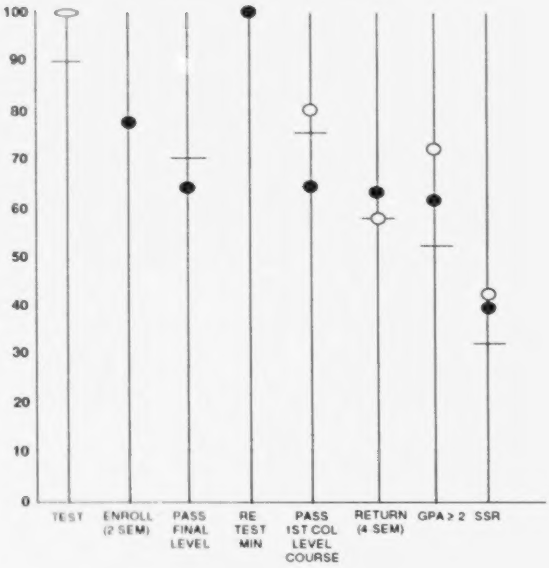
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY

—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS	
READING	12
WRITING	8
COMPUTATION	3
ELEMENTARY ALGEBRA	27

MIDDLESEX COUNTY COLLEGE

Policy Administration

In 1984, Middlesex County College tested 99% of its full-time students, a commendable performance which met the Board's minimum testing standard. However, the college tested only 74% of its part-time students, which fell short of the Board's minimum expectation of 90%.

The college succeeded in enrolling in remediation within two semesters 98% of the full-time students identified for reading, 99% of those identified for writing, and 97% of those identified for computation; these percentages all met the Board's minimum enrollment standard. In addition, the college enrolled within two semesters 91% of its full-time students who were identified for algebra remediation (no two-semester enrollment standard has been set for algebra). By the fourth semester, zero identified, full-time students in the reading and writing areas and only one in computation and two in algebra were present without having begun the necessary remedial courses; these four-semester values all met the provisional standard.

Reading

Placement Criteria. Middlesex used an NJCBSPT-RC score of 162 as its placement criterion, which met the provisional standard. At this score level, 44% of the full-time cohort and 28% of the part-time cohort were identified for remediation.

Remedial Course Outcomes. Seventy-eight percent of the full-time and 87% of the part-time students passed the final level of remediation; both rates met the provisional standard. Fifty-eight percent of the 325 students who passed the final-level course that was taken by most students (RDG 011) met the college's minimum level on the retest. An additional, final-level reading course (RDG 007) was also reported on. In this course, only 19% of the 105 exiting students reached the college's retest minimum. The latter results were recognized as "...a matter of concern to the college" in the institution's report.

Subsequent Academic Performance. In the first (subsequent) college-level course in the skill area, 74% of the remediation-completed students passed, compared to 77% of the non-remedial students; the difference met the provisional standard. Of the students completing remediation, 63% had cumulative GPA's at "C" or above, compared to 82% of the non-remedial group; the difference met the provisional standard but represented a decline from the previous cohort (69% vs. 82% respectively in 1983-85).

Fifty-six percent of remediation-completed students returned in the fourth semester, compared to 53% of non-remedial students; this performance met the provisional standard. The SSR of the completers (35%) was nine percentage points below that of the non-remedial students (44%), which met the provisional standard.

Writing

Placement Criteria. Middlesex used an NJCBSPT-SS score of 162 (which met the provisional standard) in combination with a review of the NJCBSPT-Essays of the students with borderline multiple-choice scores. Use of these criteria resulted in identifying for remediation 34% of the full-time and 23% of the part-time students.

Remedial Course Outcomes. Of the full-time students enrolled in the final-level remedial writing course, 72% passed and 86% of part-timers passed the same course. Both percentages met the provisional standard and represented improvement over the previous (1983-85) cohort. On the retest, 55% of the exiting students reached the college's minimum score level.

Subsequent Academic Performance. In the first (subsequent) college-level English Composition course, remediation-completed students passed the course at a rate comparable to that of the non-remedial students (74% vs. 76% respectively), which met the provisional standard. Sixty-two percent of the remedial completers attained a cumulative GPA of "C" or better compared to 80% of the non-remedial students. The 18-percentage-point difference met the provisional standard.

The remediation-completed students had a 60% retention rate in the fourth semester, eight percentage points higher than the non-remedial students (52%), which met the provisional standard. The difference in SSR's between the two study groups was small (38% vs. 41% respectively) and met the provisional standard.

Computation

Placement Criteria. Middlesex used a score of 166 on the NJCBSPT-MC as its placement criterion, which met the provisional standard. Forty-six percent of the full-time and 41% of the part-time students were identified for remediation. Of concern, however, was the fact that students enrolled in certificate or diploma programs were not required to take remedial courses in computation. Thus, a sizeable number of skills-deficient students likely were exempted from remediation at the college.

Remedial Course Outcomes. The full-time enrollees passed the computation course at a rate of 70%, and 83% of the part-time students passed. Both rates met the provisional standard. Fifty-five percent of the computation completers met the college's minimum score level on the retest.

Subsequent Academic Performance. In the first (subsequent) college-level course, 67% of the remediation-completed students passed compared to 73% of the non-remedial students. The difference in performance between the two study groups missed the provisional standard by one percentage point. Sixty-four percent of the remedial completers had GPA's at or above "C" compared to 82% for the non-remedial students; the difference met the provisional standard.

At Middlesex, students who completed the computation course returned in the fourth semester at a slightly higher rate (58%) than the non-remedial students (55%), which met the provisional standard. The SSR's of the two groups differed by eight percentage points (37% for completers vs. 45% for non-remedial students), which met the provisional standard.

Elementary Algebra

Placement Criteria. Middlesex's algebra criterion was an NJCBSPT-EA score of 167, which met the provisional standard. However, a mere 10% of the full-time students were identified for algebra remediation, because the college's algebra requirement pertained only to students in math-related majors. Moreover, the college did not identify part-time students for algebra remediation (i.e., no data for part-time students were furnished), reportedly because no part-time students enrolled in curricula that required algebra. The college should reexamine its placement policies in remedial mathematics.

Remedial Course Outcomes. Of the identified, full-time students who enrolled in the algebra course, 80% passed (which met the provisional standard). Ninety-four percent of the remedial completers reached the college's minimum score on the retest--a much higher percentage than those reported in reading, writing and computation programs.

Subsequent Academic Performance. In the first (subsequent) college-level math course, 70% of the algebra completers passed, compared to 76% of the non-remedial students; the six-point difference missed the provisional standard by one percentage point. The percentages of students whose cumulative GPA was "C" or above "C" were 67% for the remediation-completed students and 81% for the non-remedial students; the 14-percentage-point difference in performance between the two groups met the provisional standard.

Retention of remediation-completed students at four semesters exceeded that of the non-remedial students (69% vs. 59% respectively), which met the provisional standard. The SSR's of the two groups were comparable (46% for completers, 47% for non-remedial students) and thus met the provisional standard.

Overview

Strengths

The college tested 99% of the full-time students required to be tested, a commendable performance. Further, students who were identified by the college as needing remediation (all areas) enrolled in appropriate remedial courses in a timely fashion.

Retention rates were higher for the remediation-completed groups than for the non-remedial students in all skill areas.

In all four remedial areas, passing rates in remedial courses and the GPA and SSR outcomes were uniformly positive.

Retest results in algebra were high; 94% of the students who passed the remedial course reached the college's minimum score on the retest.

Areas of Concern

The testing rate for part-time students fell short of the Board's minimum requirement by a wide margin. This administrative shortcoming should be addressed by the institution.

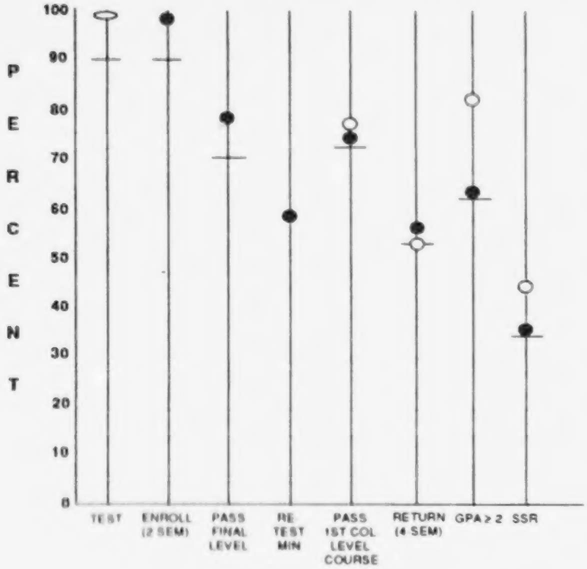
Students enrolled in certificate or diploma programs were not required to take remedial courses in computation. Further, just 10% of the full-time cohort was identified as needing algebra remediation--a low figure attributable not to the placement test scores of entering students but to the institution's policy on requiring algebra only of students in math-related majors. In addition, no part-time students were identified for remedial algebra. The entire set of placement and enrollment policies in remedial mathematics should be reviewed by the college.

A general area of concern was the low percentage of students who achieved the college's minimum scores on the retests in the areas of reading, writing and computation. For example, approximately 81% of the 105 students who passed one of the final-level remedial reading courses (RDG007) did not attain the college's minimum score on the retest. These data raised questions concerning the effectiveness of the remedial courses in the three areas, despite other positive outcomes. As was noted by the writer of the Middlesex County College Effectiveness Report, "...the results on the retest also show that there is still room for improvement in making the remedial courses more effective."

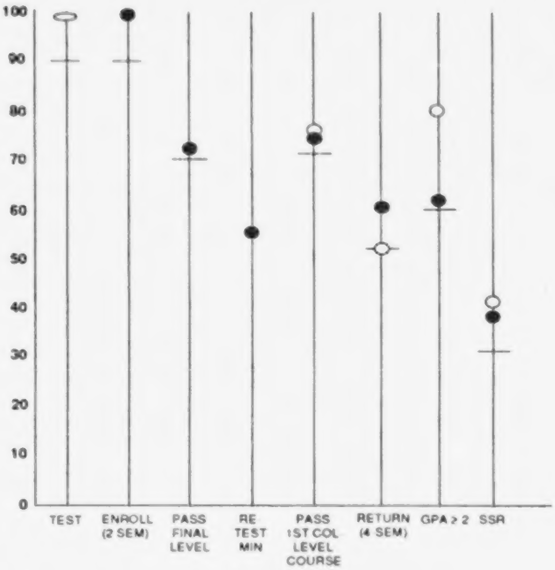
MIDDLESEX COUNTY COMMUNITY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

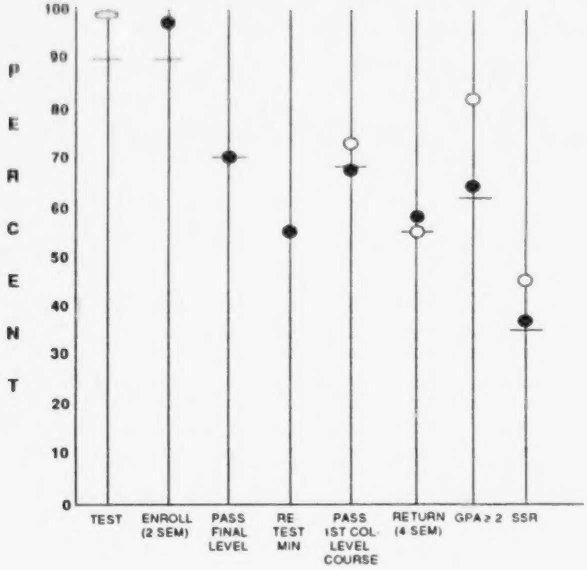
READING



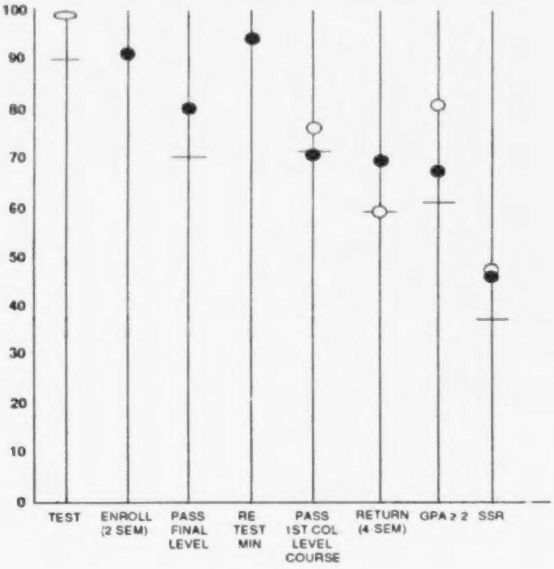
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	0
WRITING	0
COMPUTATION	1
ELEMENTARY ALGEBRA	2

COUNTY COLLEGE OF MORRIS

Policy Administration

In 1984, County College of Morris tested 91% of its full-time and 97% of its part-time students. Both rates satisfied the Board of Higher Education's minimum testing requirement. Moreover, the part-time testing rate had improved considerably over the 79% reported for the previous (1983) cohort.

In each of the applicable skill areas, the college enrolled in appropriate remedial courses within two semesters over 90% of the full-time students who were identified for remediation (in reading, 97%; in writing, 98%; and in computation, 95%), which met the Board's minimum enrollment requirement. In addition, 93% of the full-time students identified for remedial algebra had enrolled in the remedial course within two semesters (a two-semester enrollment standard for algebra has not been set). By the fourth semester, 8 identified, full-time students for reading, 12 for writing, 22 for computation and 35 for algebra had not enrolled in the necessary remedial instruction; the value for reading met the provisional standard but the three others did not.

Remedial Areas

Reading

Placement Criteria. The college used as its placement criteria for reading a score of 165 on NJCBSPT-RC (which met the provisional standard and was four scaled-score points above it) and an Essay score of 7. The criteria resulted in 22% of the full-time and 8% of the part-time students being identified for remediation.

Remedial Course Outcomes. Of the students who took the final-level remedial course, 66% of the full-time and 68% of the part-time enrollees passed. Neither rate met the provisional standard. Despite statements in the institution's report that retests were administered by the faculty, no data on retesting were provided. Key term data also were missing from the institution's report. Thus, the college did not fulfill the reporting guidelines of the Basic Skills Council.

Subsequent Academic Performance. Remediated students passed the first (subsequent) college-level course at a rate comparable to that of the non-remedial students (87% and 86% respectively), which met the provisional standard. These passing rates were high. In addition, 64% of the remedial completers had cumulative GPA's at or above "C," compared to 77% for non-remedial students; the 13 percentage-point difference met the provisional standard.

Remediation-completed students were retained at a higher rate (63%) than the non-remedial students (58%), which met the provisional standard. Moreover, the five percentage-point difference in SSR's between the two groups (40% and 45% respectively) also met the provisional standard.

In summary, favorable results were obtained on each of the "subsequent" academic indicators, arguing for a successful remedial effort in reading. The absence of retest and other data, however, made it difficult to interpret these positive signs.

Writing

Placement Criteria. Students with an NJCBSPT-English Composition (composite) score below 165, and with either an SAT-V score below 350 or grades in high school English courses below "C," were identified for remedial writing. These criteria resulted in only 26% of the full-time and 9% of the part-time students being identified for writing remediation. These percentages were low. The college should reconsider its use of high school grades in this manner as a determinant of skills preparedness.

Remedial Course Outcomes. Sixty-two percent of the full-time students enrolled in the final-level remedial course and 58% of the part-time enrollees passed; these rates did not meet the provisional standard. Although retests were administered at the end of the remedial program, results of this testing were not reported. Moreover, key term data also were not provided by the institution. Hence the college did not fulfill the guidelines of the Basic Skills Council.

Subsequent Academic Performance. Eighty-seven percent of the writing-remediated students passed the first (subsequent) college-level writing course, as compared to 86% of the non-remedial students; the difference met the provisional standard. However, completers of remediation did not fare as well on the GPA indicator: 58% of the remediated students had cumulative GPA's at or above "C," compared to 79% of the non-remedial students; the difference (21 percentage points) missed the provisional standard by one percentage point.

The retention rate for remedial completers (62%) was higher than that for non-remedial students (60%) and thus met the provisional standard. Due to the relatively weak GPA's of the remedial completers, the SSR for this group (36%) did not compare favorably to that for the non-remedial students (47%). The difference in SSR's (11 percentage points) missed the provisional standard by one percentage point.

Results for the writing program were mixed. Outcomes were favorable on two of the four "subsequent" academic indicators (i.e., passing rates in the first college-level course and retention). The missing term and retest data made it especially difficult to interpret these positive signs.

Computation

Placement Criteria. Students with an NJCBSPT-MC score below 165, and with either an SAT-M below 350 or grades in high school math courses below "C," were identified for remediation in computation. The NJCBSPT-MC criterion (in isolation) met the provisional standard; nevertheless the college identified only 21% of its full-time students and 12% of the part-time students. These identification rates were low, perhaps stemming from the college's questionable practice of exempting from remediation students whose grades in high school math courses were "C" or above. (The institution's report confirmed that "the arithmetic component of CCM's remedial/developmental program...is mandated for some students on the basis of their performances on the NJCBSPT.") Placement policies for remedial mathematics were in need of reexamination. The college indicated that its placement criteria were modified for the 1985-87 cohort.

Remedial Course Outcomes. The passing rates in the final-level remedial computation course, 64% for full-time students and 63% for part-time students, did not meet the provisional standard. The college's report stated that "formal post-testing was instituted, commencing with theFall 1984 semester, for all the students who pass MAT 011." Nevertheless, no retest data were provided by the institution. Key term data also were not furnished. Hence the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. The first (subsequent) college-level course passing rate for computation completers (25%) was impossible to interpret, on account of the extremely small sample size (4 full-time students, out of a possible 230 who passed the final-level remedial course) on which this follow up was based. Fifty-six percent of computation completers (compared to 78% for the non-remedial group) had GPA's at or above a "C"; the 22 percentage-point difference in GPA performance between the two student groups did not meet the provisional standard.

The retention rate for completers of computation (62%) was higher than that for the non-remedial group (58%), which met the provisional standard. The SSR for the remediated group was 35%, compared to 45% for the non-remedial group; the difference met the provisional standard.

In summary, results for the computation program were mixed. Of principal concern, aside from the low identification rates, was the absence (or adequacy) of key follow-up data, which made it impossible to meaningfully assess the program's effectiveness.

Elementary Algebra

Placement Criteria. On face value, Morris's NJCBSPT-EA placement score of 172 met the provisional standard and was five scaled-score points above it. However, placement decisions were also based on high school grades (i.e., "C" in high school math courses), SAT-M scores (of 400) and students' choice of major. Consequently, the percentages of students identified for remediation in algebra were low: only 10% of full-time and 5% (or 23) part-time students. Thus placement policies for remedial mathematics were in need of reexamination. The college indicated that its placement criteria were revised for the 1985-87 cohort.

Remedial Course Outcomes. The percentages of students who passed the final-level remedial course, 67% full-time and 20% (n=5) part-time enrollees, did not meet the provisional standard. Despite the fact that retesting was "conducted for all students who pass the particular Basic Algebra course," no data on retesting were reported. Moreover, key term data also were missing from the institution's report. Hence the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. For the 'passing rate in first (subsequent) college-level course' follow up, Morris reported data on only 2 remediation-completed, full-time students (out of a possible 86 who passed the final-level remedial course). Therefore, these data were not sufficiently representative to yield a meaningful comparison. Eighty-one percent of the algebra completers present in the fourth semester (n=53) had cumulative GPA's at or above a "C," compared to 73% of the non-remedial students. The difference in percent GPA's met the provisional standard and was a reversal of the typical pattern.

Completers of algebra remediation were retained at a rate comparable to the non-remedial students (62% and 61% respectively), which met the provisional standard. Similarly, the SSR comparison yielded positive results (50% and 44% respectively); the difference in performance on this indicator met the provisional standard and was a reversal of the typical pattern.

The available outcomes for the remedial algebra program were positive. However, the absence of critical data and the problematic placement criteria made it difficult to interpret these positive signs.

Overview

Strengths

In 1984, County College of Morris succeeded in testing over 90% of the students requiring testing. Moreover, the part-time testing rate reflected considerable improvement over the previous (1983) cohort's results.

Further, of the students identified for remediation (all areas), high percentages were enrolled in the appropriate remedial courses within two semesters. Few students who were identified for reading had not yet taken the appropriate remedial courses by the fourth semester.

Students who completed remediation (all areas) returned in the fourth semester at higher rates than the non-remedial students.

Completers of remedial reading and writing programs passed their first (subsequent) college-level courses at high rates.

In reading, each "subsequent" academic indicator argued for a successful remedial effort. Unfortunately, the absence of key data made it difficult to fully interpret these positive signs.

Results for the algebra program were mixed. That the remediated group's performances exceeded those of the non-remedial students on both the GPA and SSR indicators (reversals of the typical patterns) were strong indications of effectiveness. Critical data omissions, however, made this interpretation inconclusive.

Areas of Concern

Serious data omissions (and problems with key data that were submitted) hampered the assessment of all remedial programs at this institution. The college did not furnish fourth term GPA and SSR data. The institutional report stated that retesting was conducted by the faculty in all remedial areas, but no such data were submitted for review. In the computation and algebra areas, follow-up data for the first (subsequent) college-level courses were furnished on only a very few students who passed the final-level remedial courses (4 students and 2 students respectively). These reporting difficulties should be addressed by the college.

The college should investigate policies and practices which yielded low percentages of identified students in writing, computation and algebra. These low rates may have stemmed, at least in part, from the college's questionable practice of exempting from remediation students whose grades in high school courses were "C" or above. Consequently, a large proportion of the student body was under-identified for and thus under-served by the remedial programs. The college should reconsider its use of high school grades as a determinant of skills preparedness.

It was unclear from the college's report whether computation was strictly required of all students. (The college indicated that its placement procedures for mathematics were revised for the 1985-87 cohort.)

Too many full-time students identified for remedial writing, computation and/or elementary algebra had not enrolled in the necessary remedial courses by the fourth semester, even though they still persisted at the college.

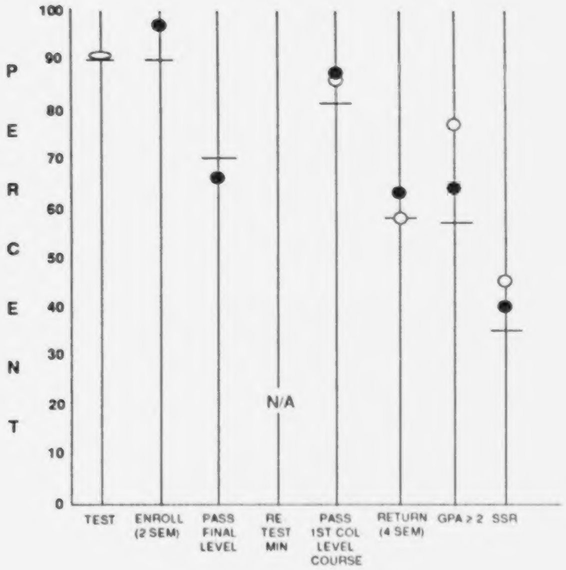
The passing rates in the remedial courses in all skill areas did not meet the provisional standard.

1984-1986

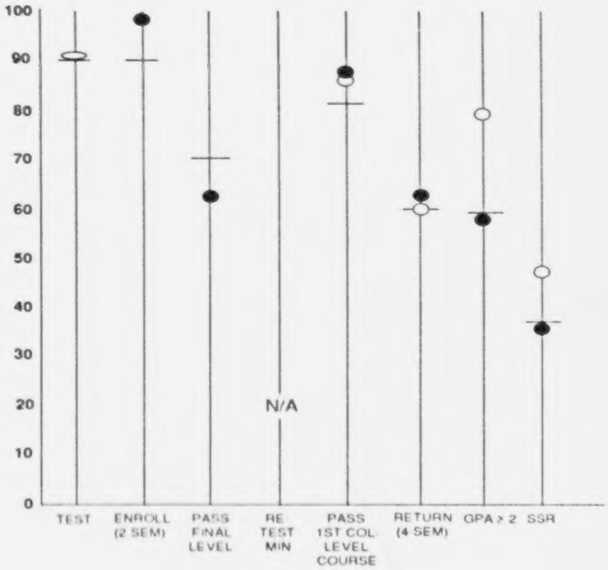
COUNTY COLLEGE OF MORRIS

Remedial Program Profiles, 1984 Full-Time* Cohort

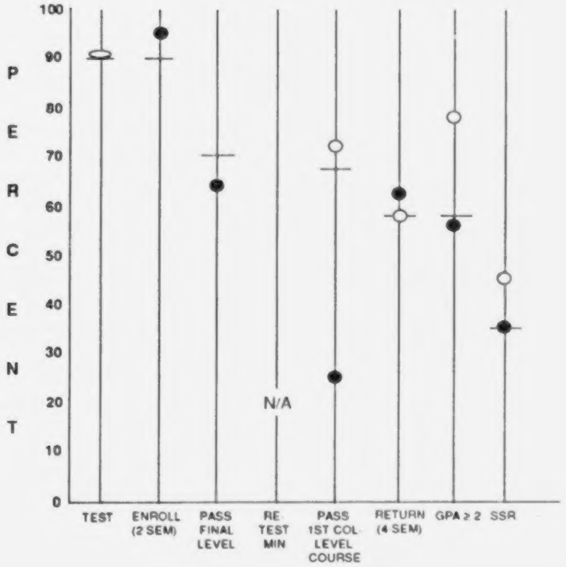
READING



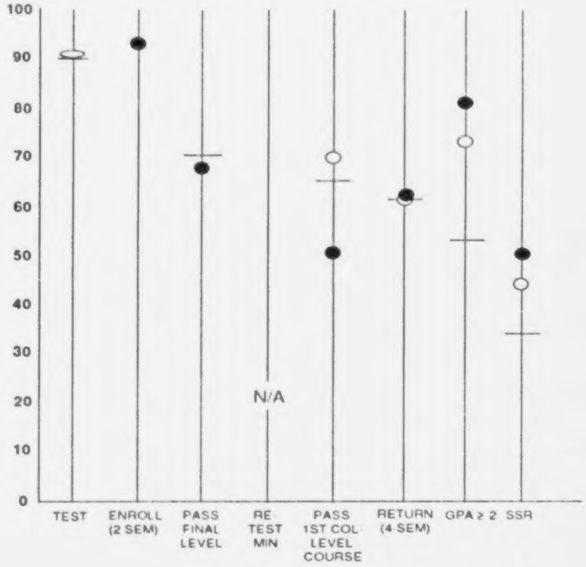
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY
— PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	8
WRITING	12
COMPUTATION	22
ELEMENTARY ALGEBRA	35

OCEAN COUNTY COLLEGE

Policy Administration

Ocean County College tested nearly all of its full-time entering students in both 1983 (99%) and 1984 (97%), which met the Board's minimum testing requirement. However, the college's testing rate for part-time students dropped from 98% (of 627 students) in 1983 to only 57% (of 226 students) in 1984; the latter percentage did not meet the Board's minimum requirement. Such a dramatic drop should be of concern to the college.

In writing, 97% of identified, full-time students were enrolled in remediation within two semesters (which met the Board's minimum standard). However, less than the Board-mandated 90% of identified, full-time students were enrolled within two semesters in reading (85%) and computation (86%). Eleven full-time students each in both reading and computation areas remained in the college for four semesters without having begun their required remedial courses (which missed the provisional standard by 1 student in each case). In writing, on the other hand, the college reported zero such students (which met the provisional standard).

No data on elementary algebra were submitted by the college for the 1984-86 review cycle, despite the availability of algebra data for the previous (1983-85) cohort; the college did not fulfill the reporting guidelines of the Basic Skills Council.

Remedial Areas

Reading

Placement Criteria. Ocean used an NJCBSPT-RC score of 161 (which met the provisional standard) plus an in-class diagnostic test for placing students in remedial reading courses. This resulted in the identification for remediation of 46% of the full-time and 53% of the part-time students.

Remedial Course Outcomes. The final-level remedial reading course was passed by 78% of the 373 full-time, and 75% of the 71 part-time, students who were enrolled. Both rates met the provisional standard. Ocean did not report any retest data; thus, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. In the first (subsequent) college-level course, 78% of the reading-remediated students passed, compared to 82% of non-remedial students; the difference met the provisional standard. Ninety-three percent of the remedial completers had GPA's at or above "C"--a remarkable improvement compared to the 67% level reported for the 1983 cohort. In 1984, the comparable rate for the non-remedial students was 97%; the difference in GPA rates for the two study groups met the provisional standard.

Remediated students were retained in the fourth semester in greater proportion (61%) than the non-remedial students (56%), which met the provisional standard. The SSR of remediated students (57%) exceeded that of non-remedial students (54%), which met the provisional standard and was a reversal of the typical pattern. Moreover, the SSR for remediated students represented a 14-point increase over the 1983 rate.

Writing

Placement Criteria. The college used the following combinations of criteria for placement in remedial writing: NJCBSPT-Essay 9 (which met the provisional standard) with NJCBSPT-SS 145 (which did not meet the provisional standard and was 16 scaled-score points below it); or NJCBSPT-SS 150 (which did not meet the provisional standard and was 11 points below it) with NJCBSPT-Essay in the range 7-8 (which met the provisional standard); or NJCBSPT-Essay 6 (which did not meet the provisional standard and was two points below it). With these cutoffs, Ocean identified for remediation only 20% of its 935 tested, full-time students and 30% of its 67 part-time students. These identification rates were low. The placement criteria employed by Ocean seemingly under-identified the need for writing remediation at the college. A sizeable percentage of students (perhaps 20-30% of the freshmen) who performed below the provisional standards on the NJCBSPT were, in effect, exempted from remediation at this college.

Remedial Course Outcomes. Of the students who were identified for writing remediation, 76% of full-time enrollees and 67% of part-time enrollees passed the final-level course; the rate for full-time students met the provisional standard but the rate for part-time students did not. No retest data were reported; thus, the college did not fulfill the guidelines of the Basic Skills Council.

Subsequent Academic Performance. In the first (subsequent) college-level course, only 72% of writing-remediated students passed compared to 79% of non-remedial students; the difference did not meet the provisional standard. Moreover, given the observed laxity of placement standards in writing, the latter group's passing rate likely did not afford as useful a comparison as at other institutions.

In 1984-86, a high percentage (88%) of remediated students had GPA's at or above "C." The comparable figure for the 1983 cohort, however, was 55%. Such a large jump in only a year's time raised questions about grading practices and about the consistency of data calculations and reporting from year to year.

Ninety-six percent of the non-remedial group (1984 cohort) had GPA's at or above "C"; the difference between the two comparison groups met the provisional standard. To the program's credit, remediation-completed students were retained in greater proportion (60%) than their non-remedial counterparts (53%), which met the provisional standard. As seen in the reading area, the SSR for remediation-completed students (53%) slightly exceeded that of the non-remedial students (51%), which met the provisional standard.

Computation

Placement Criteria. Ocean used an NJCBSPT-MC score of 161 as its criterion for remedial placement; the cutoff did not meet the provisional standard and was four scaled-score points below it. As a consequence, only 32% of full-time and 46% of part-time students were identified for computation. The rate for full-time students especially was low; the college under-identified students in need of computation assistance.

Remedial Course Outcomes. Of the 263 full-time students who enrolled in computation, 73% passed, which met the provisional standard. In contrast, 81% of the part-time enrollees passed, which met the provisional standard and was 11 percentage points above it. As in the other skill areas, data on retesting were not provided; hence the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. In the first (subsequent) college-level mathematics course, just over half (54%) of the remediated students passed compared to 78% of the non-remedial students; the difference did not meet the provisional standard and was 19 percentage points below it. Even in the absence of retest data, this low subsequent college-level course passing rate suggested difficulty with the computation area in 1984-86. Paradoxically, the college reported that 94% of these computation-remediated students had GPA's at or above "C." Yet for the fourth semester only (i.e., term data), this percentage was reportedly 78%--inconsistent with the cumulative figure. Further, the college reported only one year earlier (i.e., for 1983-85) that only 69% of remedial completers had cumulative GPA's at or above "C." The anomalies called into question the accuracy of these data.

Only 52% of remedial completers were present at the fourth semester, compared to 56% of the non-remedial students, which did not meet the provisional standard. The SSR for remediated students was 49% and for non-remedial students it was 54%; the difference met the provisional standard.

Elementary Algebra

The College did not report data for this skill area, despite the availability of such data for the previous (1983-85) cohort. No explanation for the omission was given by the college.

Overview

Strengths

The college tested 97% of its entering, full-time cohort.

Of the three skill areas for which data were furnished, the reading program appeared to be the most successful. Most of the outcomes for reading were positive. However, the absence of retest data made it difficult to interpret these positive signs.

Completers of remediation in reading and in writing were retained in higher percentages than the non-remedial students.

The improvement from 1983-85 to 1984-86 in SSR for reading-remediated students is noteworthy.

Areas of Concern

The testing rate for part-time students was especially poor. The college should raise its part-time testing rate in accordance with Board policy.

The placement criteria in writing and computation areas were set too low, giving rise to an under-identification of students who needed remediation at the college.

Too many students identified for remediation in reading and computation were not enrolled in appropriate remedial courses, especially within the first two semesters.

No data were reported for elementary algebra, despite the existence of courses in this skill area and the availability of these data for the previous cohort. Further, no explanation was given for this omission.

No retest data were reported for any skill area, which made interpretation of the other outcomes difficult.

The retention rate and the passing rate in the first (subsequent) college-level course for completers of the computation program did not compare favorably to the rates for the non-remedial students. These outcomes warrant attention by the college.

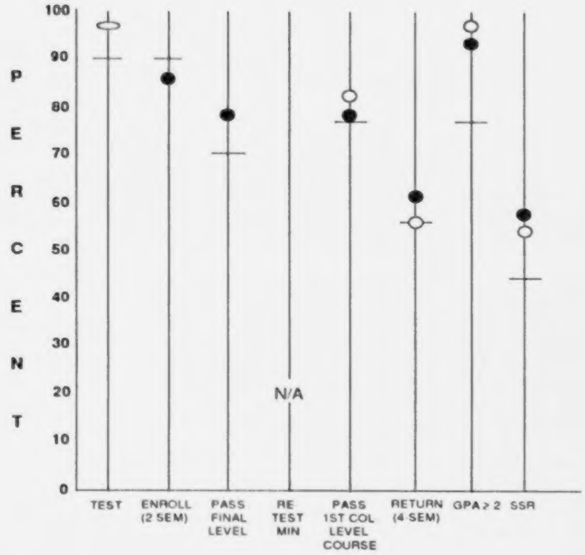
Ocean repeatedly has had difficulty in adequately reporting its basic skills data. Further, sharp (and unexplained) inconsistencies were readily apparent in the data submitted year to year.

"Developmental" courses may have been college-credit bearing at this institution, in opposition to Board of Higher Education policy.

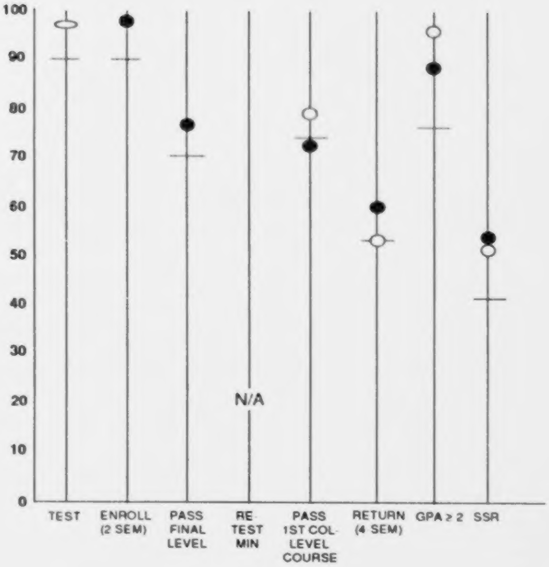
OCEAN COUNTY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

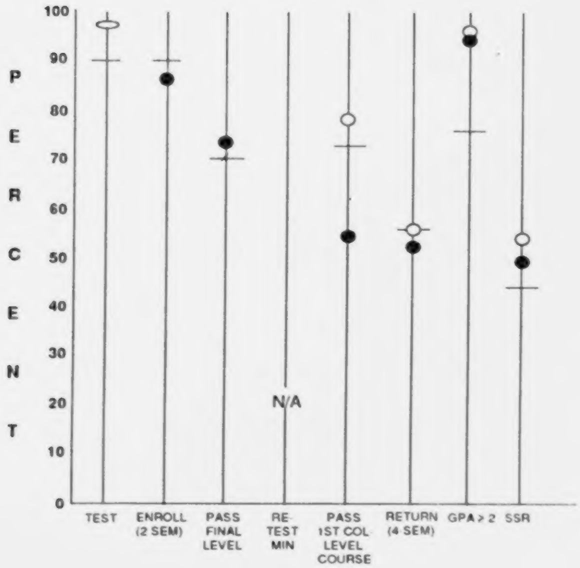
READING



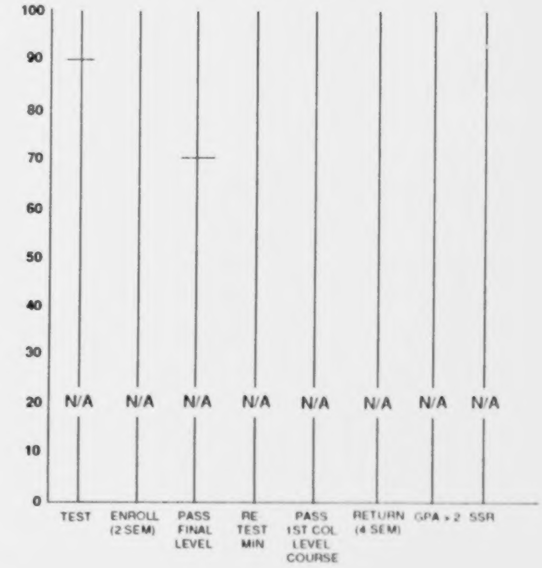
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS	
READING	11
WRITING	0
COMPUTATION	11
ELEMENTARY ALGEBRA	N/A

PASSAIC COUNTY COMMUNITY COLLEGE*

Policy Administration

Passaic tested 91% of its full-time students but only 64% of its part-time students. In 1984, the full-time rate met the Board's requirement (and it did so in 1983 as well); however, the part-time rate did not, and it represented a decline from the 92% part-time rate that the college reported for the 1983 cohort. It is noteworthy that the part-time students requiring testing increased at Passaic from 182 in 1983 to 353 in 1984. The college succeeded in enrolling in required remediation within two semesters over 90% of its full-time students in reading (92%), writing (97%), and computation (90%), all of which met the Board's minimum standard. Sixty percent of the full-time students who needed remedial algebra enrolled in appropriate algebra courses within two semesters (no two-semester enrollment standard has been set for elementary algebra). By the fourth semester, only two or fewer students in each skill area (including elementary algebra) were still present without having begun the necessary remediation; the numbers met the provisional standard.

Remedial Areas

Reading

Placement Criteria**.** Passaic used an NJCBSPT-RC score of 165 (which met the provisional standard and exceeded it by four points) to identify 85% of its full-time and 73% of its part-time students for remediation.

Remedial Course Outcomes**.** Of the 160 full-time students enrolled in the final level of reading, just half (50%) passed. Part-timers passed at a similar rate (53%). Although neither rate met the 70% provisional standard, it bears mentioning that the college defined passing as a grade of "C" or better. Of the students who passed the course, only 52% reached the college's minimum on the retest (Stanford Diagnostic-Reading Comprehension test).

Subsequent Academic Performance**.** Sixty-two students who completed reading remediation were reported on for their first (subsequent) college-level English course and just over half (56%) passed, compared to 81% (n=47) of the non-remedial students. The difference did not meet the provisional standard. However, in the more general indicator

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**It is important to note two special circumstances regarding Passaic County Community College. First, Passaic in general suffered from such a severe attrition problem during the years of this study that the sizes of the various comparison groups frequently were so small as to make any interpretation of the results unreliable. The majority of the students identified for remediation left the college without having finished remedial work. For example, of the 218 students who needed reading remediation and who had not completed it by the end of the third semester, only 8 (4%) returned in the fourth semester. Second, the basic skills cohort reported on here constitutes only approximately half of the actual class; the balance were ESL/bilingual students, and it would be impossible to get a balanced view of Passaic's special challenge and effort without studying that sizable component as well.*

of academic performance--the percentages having a GPA at or above "C"--the gap in performance between the remedial completers (59%) and the non-remedial students (69%) met the provisional standard.

It should be noted that while the completers who returned in the fourth semester comprised a relatively small group (n=46), the non-remedial students (n=29) were an even smaller group. The completers had a slightly higher retention rate (58%) than the non-remedial students (55%); thus, the difference met the provisional standard. The SSR of the completers (34%) was similar to the non-remedial students (38%) and the difference met the provisional standard.

The high attrition among students who did not complete remediation at the college (96% were no longer present by the fourth semester), and the large size of this group relative to the total cohort (218 of the starting 351), affected the interpretation of data for this college. For those students who completed remediation, there was a mixed pattern of results across the indicators. Low passing rates in the remedial course, low percentages reaching minimum on the retest, followed by marginal success for the group as a whole in the subsequent college-level English course, were tempered by the relatively favorable GPA's for those who persisted four semesters.

Writing

Placement Criteria. Passaic used an NJCBSPT-SS score of 165, (which met the provisional standard and was four points above it) and a local score of 9 on the NJCBSPT-Essay (which was one point above the provisional standard) to identify 92% of its full-time students and 77% of the part-timers for writing remediation.

Remedial Course Outcomes. Of the 211 full-time students in the final level of writing, only 50% passed (however, it should be kept in mind that passing was defined by the college as a grade of "C" or better). The part-timers had a 41% passing rate. Neither rate met the provisional standard. Two-thirds (66%) of those who passed the course reached the college's minimum on the retest.

Subsequent Academic Performance. As in the other skill areas, all results should be viewed with caution because of the small size of the study groups by the fourth semester. In the first (subsequent) college-level English composition course, only 39% (n=97) of the remediation-completed students passed, compared with 100% (n=19) of the non-remedial students. The difference did not meet the provisional standard. Yet on the GPA measure, the completers were closer (63% at or above "C") to their non-remedial counterparts (79% at or above "C") and the difference met the provisional standard.

The fourth semester retention rate for completers (53%) fell below that of non-remedial students (58%) and thus did not meet the provisional standard (however, the non-remedial comparison group here numbered only 14 students). The SSR for the completers (33%) also fell below that of the non-remedial students (46%) and the difference did not meet the provisional standard.

Despite difficulties with interpreting these data due to the small sizes of the study groups, there was reason to be concerned about various outcomes: the passing rates in remedial writing courses, the low passing rate for remedial completers in the subsequent English composition course, and the low retention rates of the remediated students relative to the non-remedial students.

Computation

Placement Criteria. Passaic placed students into computation remediation if their NJCBSPT-MC score fell below 165; this criterion met the provisional standard. The college identified 93% of its full-time students and 83% of its part-time students for remediation.

Remedial Course Outcomes. The passing rate for full-time students was 62% and for part-timers it was 63% (though passing was defined by the college as a grade of "C" or better). Neither rate met the provisional standard. Those who passed, however, showed a 75% rate of reaching the college's minimum on the retest. The retest minimum (on the NJCBSPT-MC) was set five scaled score points above the placement criterion.

Subsequent Academic Performance. In the first (subsequent) college-level math course, the remedial completers passed at a higher rate (69%) than the non-remedial students (60%) and the differential met the provisional standard. Again, one must be cautious because the non-remedial group numbered only 10 students. These passing rates, albeit based on small groups, were a reversal of the typical pattern. The same pattern reversal was evident in the percentages of GPA's at or above "C": the completers (62%) outperformed the non-remedial students (57%) and thus the relative performances met the provisional standard.

The completers' retention rate (60%) fell short of the rate for non-remedial students (70%) and did not meet the provisional standard. However, keep in mind that the non-remedial group numbered only seven students. On SSR, the two groups performed comparably (37% vs. 40%) and the difference met the provisional standard.

The relatively high minimum exit standard (and low remedial course passing rate) yielded students as a group whose GPA's and whose passing rates in the college-level math course surpassed those of the non-remedial students. These positive outcomes were offset by the small group size, lower retention rate and SSR's of the remediation-completed group.

Elementary Algebra

Placement Criteria. Passaic used a combination of an NJCBSPT-MC score of at least 165 and an NJCBSPT-EA score of 176 (which was nine points above the provisional standard) to place students. While this is a relatively high cut-score on the algebra portion of the NJCBSPT, only 4% of the full-time students (n=15) and 2% of part-timers (n=5) were identified as needing elementary algebra. Note that 93% of the full-time cohort was placed in computation; thus, of 351 full-time students tested only 10 students in the entire cohort did not need any mathematics remediation.

Remedial Course Outcomes. The previous cautions on small group size apply especially to the algebra group. Of 12 full-time students who enrolled, 83% passed the final-level course (and all of the 4 part-timers passed)(and passing was defined by the college as a grade of "C" or better). These passing rates met the provisional standard. No retest data were reported; thus, the college did not fulfill the Council's reporting guidelines for this skill area.

Subsequent Academic Performance. Only three remediation-completed students (and 10 non-remedial students) were tracked into the college-level math courses. With so few students passing through the elementary algebra course and even fewer remaining at the college for four semesters (n=2), analysis of these data was pointless.

Overview

Strengths

The college's testing rate for full-time students met the Board's requirement of 90% for at least two consecutive review cycles. Further, it goes to the credit of Passaic County Community College that despite the fact that an overwhelming majority of students entering the college were found to be skills-deficient in one or more areas, the college succeeded in enrolling over 90% of its students in appropriate remedial courses within the first two semesters.

Retention rates for completers of reading remediation exceeded those of the non-remedial students.

Completers of remedial computation surpassed the non-remedial students in passing rates for the subsequent college-level math courses and in percentage of GPA's at or above a "C." These are positive signs of effectiveness.

The college's narrative report was thorough and it posed many recommendations for internal improvements. This suggests that the institution is keenly aware of the concerns pointed out here.

Areas of Concern

Retest data were not reported for elementary algebra, which made the assessment of the program, particularly in view of the extremely small sizes of the follow-up student groups, next to impossible.

The general attrition at Passaic was so severe as to reduce the follow-up study groups to sample sizes that afforded meaningless comparisons.

The college needs to improve its testing rate for part-time students.

Passing rates in the final remedial courses in reading, writing and computation did not meet the provisional standard.

Completers of remediation in reading and writing passed their subsequent college-level courses at rates far below those of the non-remedial students.

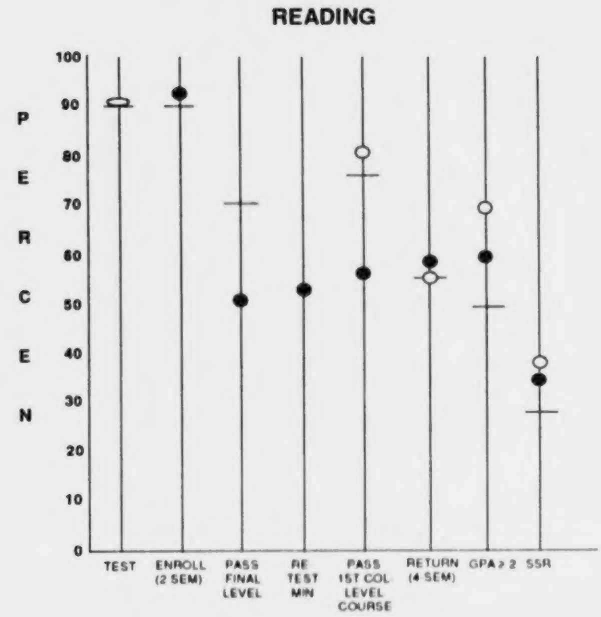
Additional Suggestions for Further Inquiry

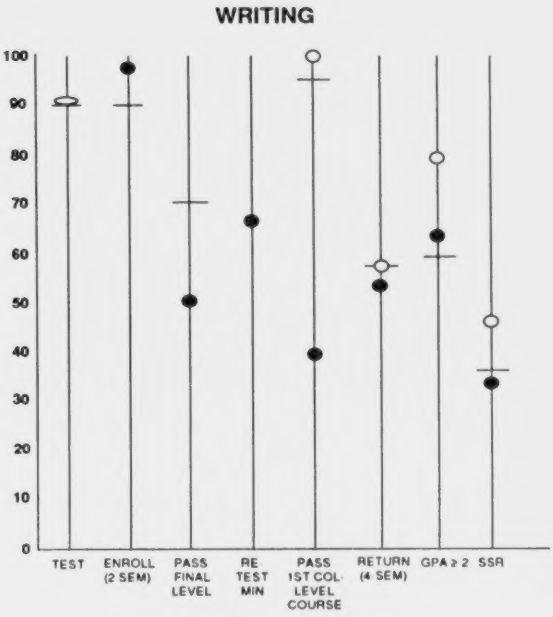
According to the institution's report, program administrators and faculty at Passaic have proposed a number of initiatives to address such things as compliance with the Board's testing rate for part-time students, remedial course passing rates, follow-up college-level course performance, data base improvements and research. The college should consider following through on these recommendations.

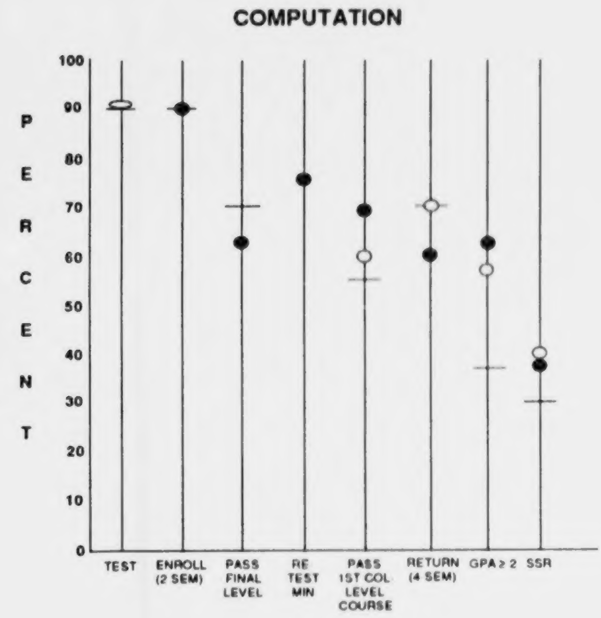
The institution should continue to explore ways to keep students at the college long enough to complete remediation.

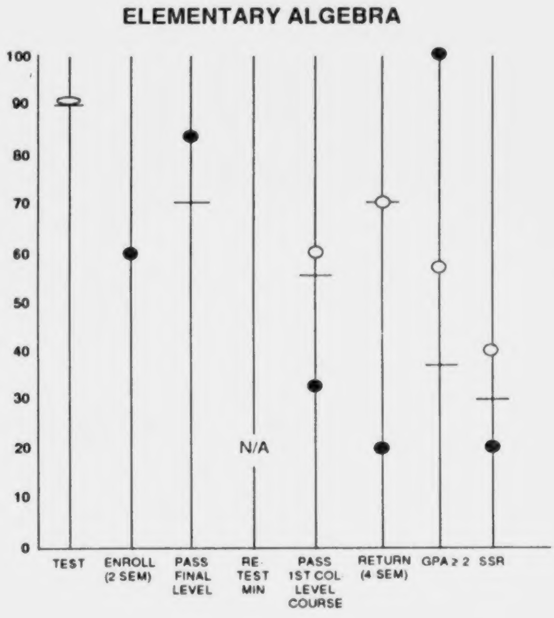
PASSAIC COUNTY COMMUNITY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort









KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS	
READING	2
WRITING	0
COMPUTATION	0
ELEMENTARY ALGEBRA	2

RARITAN VALLEY COMMUNITY COLLEGE

Policy Administration

Raritan Valley Community College (formerly Somerset County College) tested nearly 100% of its full-time students and 97% of its part-time students in 1984, a commendable performance. The college enrolled in remediation within two semesters 95% of the full-time students who needed reading, 91% of those who needed writing, 84% of those who needed computation and 90% of those who needed elementary algebra. Among these enrollment rates, only that for computation did not meet the Board's expectation of 90% (note, however, that no two-semester enrollment standard has been set for algebra). No students (in any of the areas) were present in the fourth semester without having begun the needed remediation.

Remedial Areas

Reading

Placement Criteria. The placement criterion used, 162 on the NJCBSPT-RC, met the provisional standard. Thirty-seven percent of the full-time group and 38% of the part-time group were identified for reading remediation.

Remedial Course Outcomes. Eighty-seven percent of the full-time students passed the final level of remediation in reading (met the provisional standard) but only 60% of the 103 part-time students passed. The latter passing rate did not meet the provisional standard. Eighty-five percent of those who passed the course met the college's minimum on the retest, even though the retest scores did not affect the students' final grade.

Subsequent Academic Performance. Ninety-two percent of the students who completed remediation in reading passed the first college-level course as compared to 97% of the non-remedial students. The difference met the provisional standard. Of the remediation-completed students, 84% attained GPA's of "C" or better as compared to 90% for the non-remedial group. A substantial increase over the previous year in the percent above "C" was noted for both study groups. These GPA figures are high for both groups and the difference in performance between the two groups met the provisional standard.

Only 36% of the students who completed remediation in reading returned in the fourth semester as compared to 39% of the students who did not need remediation. This difference in retention rates did not meet the provisional standard. The low retention rates depressed the SSR's for both completers (30%) and non-remedial students (36%), but the differential met the provisional standard.

Writing

Placement Criteria. The placement criterion for writing was an NJCBSPT-SS score of 162, which met the provisional standard. It resulted in the identification for remediation of 34% of the full-time and 29% of the part-time students.

Remedial Course Outcomes. Eighty-one percent of full-time students and 79% of part-timers passed the final level of writing remediation. Both rates met the provisional standard. Fifty-one percent of the remediated students met the college's minimum score on the retest, even though the retest results were not used in the students' final grade determination.

Subsequent Academic Performance. Of the students who completed remediation in writing, 87% passed the first college-level course as compared to 96% for the non-remedial students. While both rates are high, the difference fell short of the provisional standard by four percentage points. Seventy-eight percent of the remediation-completed students attained GPA's of a "C" or better as compared to 86% for the non-remedial group. The percent above "C" for completers represented an increase of 12 percentage points over 1983 and the difference in performance of the two groups met the provisional standard.

Thirty-four percent of the remediated students returned in the fourth semester as compared to 39% of the students who did not need remediation. This difference in favor of the non-remedial students did not meet the provisional standard. Remedial completers as a group exhibited an SSR of 27% compared to 33% for the non-remedial students. The SSR differential met the provisional standard.

Computation

Placement Criteria. The placement criterion used for computation was a score of 165 on the NJCBSPT-MC, which met the provisional standard. As a result, thirty-four percent of full-time students and 55% of part-time students were identified for computation remediation. The college began offering computation courses in the fall of 1985; therefore, this cohort likely represented only a fraction of the students who otherwise would have been identified for remediation.

Remedial Course Outcomes. Only 63% of full-time enrollees and 57% of the part-time enrollees passed the final level of computation remediation. These rates did not meet the provisional standard. Of the students who passed, however, 86% met the college's minimum level on the retest.

Subsequent Academic Performance. The students who completed remediation in computation passed the first college-level course at a higher rate than the non-remedial students (95% vs. 85% respectively, met the provisional standard). This follow-up was based on only 22 (of a possible 123) students; thus, caution is in order. Sixty-one percent of the remediation-completed students attained GPA's of "C" or better as compared to 86% for the non-remedial group. This difference did not meet the provisional standard.

Of the students who completed remediation in computation, 41% returned in Spring 1986, compared to 32% of the students who did not need remediation. The retention rates, which favored completers over the non-remedial students, met the provisional standard. The SSR's for both groups were low (25% and 29% respectively), but the difference between them met the provisional standard.

The favorable retest results combined with the high passing rate in the subsequent math course were two compelling indications of program effectiveness. The lower subsequent GPA's of the completers, however, suggested that carry-over effects into the general curriculum were slight.

Elementary Algebra

Placement Criteria. The criteria for placement were an NJCBSPT-EA score of 167 (which met the provisional standard) with an NJCBSPT-MC score greater than 165. Application of these criteria, however, resulted in relatively low percentages of students identified for remediation: 23% of full-time students and 28% of part-time students. The college should investigate the circumstances that produced the low percentages.

Remedial Course Outcomes. Only 62% of the full-time and 70% of the part-time enrollees passed the final level of remediation in elementary algebra. The full-time rate did not meet the provisional standard but the part-time rate did. Eighty-four percent of the students who passed the course reached the college's minimum on the retest.

Subsequent Academic Performance. Ninety-six percent of the students who completed remediation in algebra passed the first college-level course as compared to 86% for the non-remedial group. The high passing rate of the completers is noteworthy. The performance differential met the provisional standard and exceeded it by 15 percentage points. Eighty-one percent of the remediation-completed students attained GPA's of "C" or better as compared to 88% for the non-remedial students (met the provisional standard and exceeded it by 13 percentage points).

Of the students who completed remediation, 83% returned in the fourth semester as compared to only 24% of the students who did not need remediation (met the provisional standard and exceeded it by 59 percentage points). This represented a significant increase for the completers over the 1983 cohort data (and a decrease for the non-remedial group). In SSR, the performance of the completers (59%) also exceeded that of the non-remedial students (23%)(which met the provisional standard), an unusual pattern attributable to the dramatic gap in retention between the two groups and favorable GPA's of the remediated students.

In summary, the outcome indicators almost uniformly presented a compelling argument for a successful algebra program for those in the cohort who were identified as needing remediation.

Overview

Strengths

The college was effective in testing and enrolling students in appropriate courses.

The passing rates for students in remedial reading and writing courses were high.

The passing rates were high in first (subsequent) college-level courses for those who successfully completed their remedial math requirements.

The GPA gap between the remediated and non-remedial student study groups was small in the areas of reading, writing and algebra.

The retention rates for remediation-completed students in the two mathematics areas exceeded the rates of the non-remedial students. The same was true for successful survival rates.

Outcome indicators in the algebra area were nearly all positive, thus arguing convincingly for a successful remedial effort.

Areas of Concern

In reading and writing, remediated students were retained in smaller percentages than their non-remedial counterparts. The college might look into the factors which contributed to this.

The percentage of students identified for algebra remediation appeared low considering the criteria used for placement. The college might look into whether additional criteria were employed (e.g., were the math-related majors the only students who were required to enroll?).

The passing rates in the remedial computation and algebra areas did not meet the provisional standard. The students who passed, however, performed well subsequently. This pattern suggests appropriately high standards in the remedial courses. The college might address ways to raise the passing rates while maintaining the standards.

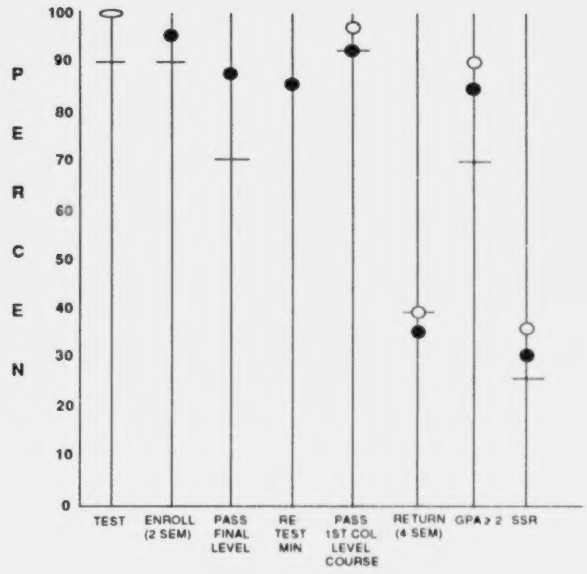
Additional Suggestions for Further Inquiry

The percentages reaching the college's minimum on the retest were uneven across the skill areas, with writing being significantly below the others in this regard. The college may wish to examine whether counting the writing retest as part of the final grade might have a favorable effect, since such a practice would encourage maximum motivation among test-takers.

1984-1986

RARITAN VALLEY COMMUNITY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort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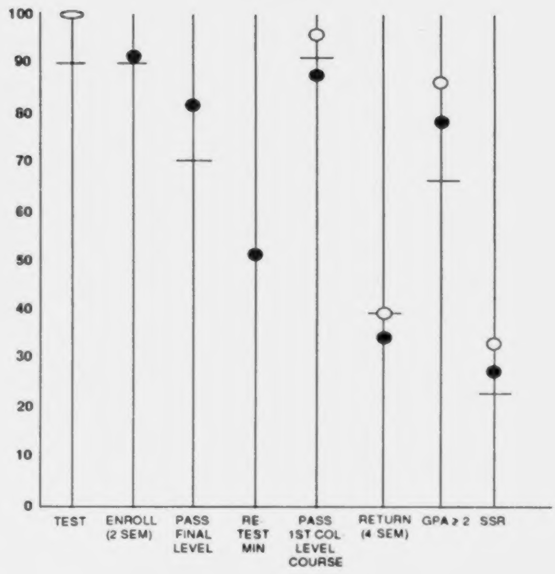
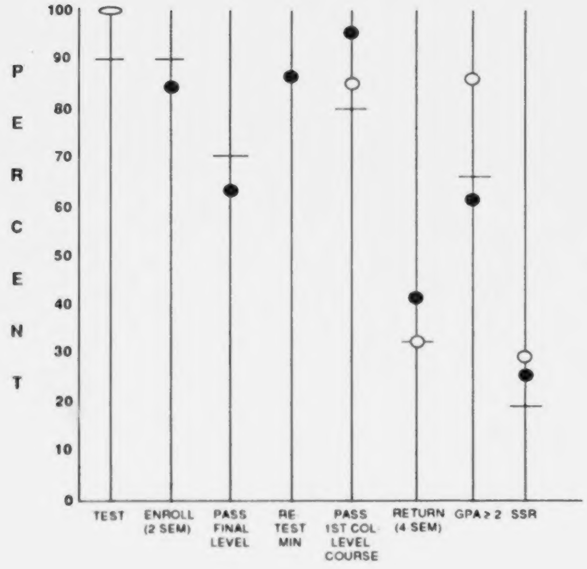
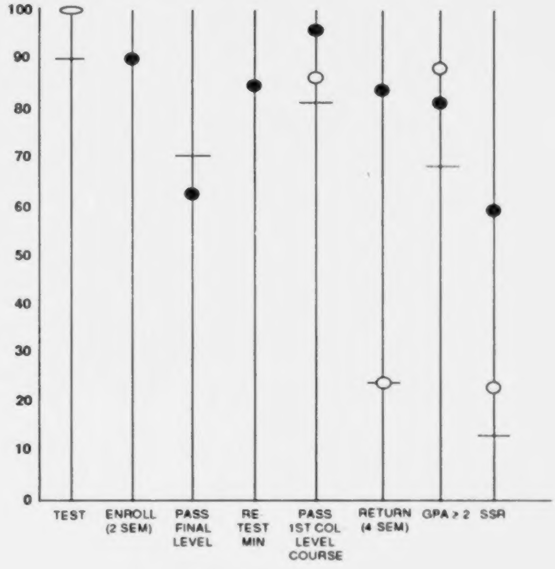

WRITING


COMPUTATION


ELEMENTARY ALGEBRA

KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS	
READING	0
WRITING	0
COMPUTATION	0
ELEMENTARY ALGEBRA	0

SALEM COMMUNITY COLLEGE

Policy Administration

In 1984, Salem tested all of its full-time students and 94% of its part-time students (and also 99% and 93% respectively in 1983), a commendable effort that exceeded the 90% minimum requirement of the Board. Of students who needed remediation, the college succeeded in enrolling over 90% in appropriate remedial courses within two semesters in writing (97%) and computation (91%) but not in reading (86%). The latter percentage did not meet the Board's minimum requirement of 90%. In addition, 100% of the students who needed remediation in algebra were enrolled in remedial algebra courses within two semesters (no two-semester enrollment standard has been set for elementary algebra). By the fourth semester, only five or fewer full-time students per skill area who had not yet enrolled in required remediation were present. These numbers met the provisional standard.

Remedial Areas

Reading

Placement Criteria. Salem used an NJCBSPT-RC score of 163, below which students were identified for remediation. The criterion met the provisional standard (and was two points above it) and resulted in the identification of 46% of full-time and 25% of part-time test-takers.

Remedial Course Outcomes. Sixty-five percent of full-time and 67% of part-time enrollees passed the final level of remediation in reading. Neither passing rate met the provisional standard. The college did not furnish data on retesting; hence it did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. In the subsequent college-level course, 82% of the reading completers passed compared to 78% of the non-remedial students. The superior performance of the completers over the non-remedial students met the provisional standard. However, the cumulative GPA's of the completers did not to match those of non-remedial students. Only 52% of the completers had GPA's at or above "C" compared to 84% of the non-remedial students; the 32 percentage point difference did not meet the provisional standard.

The retention rate at the fourth semester for the completers (48%) exceeded that of the non-remedial students (44%), which met the provisional standard. Because of the great difference in GPA's, however, the completers did not perform well on the SSR indicator relative to the non-remedial students (25% vs. 37%) and the difference did not meet the provisional standard.

The outcomes were mixed for the reading program. Favorable passing rates in first (subsequent) college-level courses and fourth-semester retention rates for remediated students were not accompanied by GPA's that were comparable to those of the non-remedial students.

Writing

Placement Criteria. Salem used an NJCBSPT-SS score of 163 (which met the provisional standard and was two points above it) to identify 47% of its full-time and 30% of its part-time students for remediation.

Remedial Course Outcomes. Of the students in the final writing level, 65% of full-timers and 69% of part-timers passed. These rates did not meet the provisional standard and were lower than those reported for the 1983 cohort (72% and 83% respectively). No retest data were provided; thus, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Seventy-five percent of the students who completed remediation in writing passed the first (subsequent) college-level course as compared to 77% for the non-remedial students; the difference met the provisional standard. However, it also represented a considerable drop from the passing rates of 96% for completers and 80% for non-remedial students reported for the 1983 cohort. Forty-seven percent of the remediation-completed students attained GPA's at or above "C" compared to 90% for the non-remedial group. The difference between these two groups (43 percentage points) did not meet the provisional standard. Moreover, this difference was greater than the 13 percentage point gap reported for the previous year.

Fifty-seven percent of the students who completed remediation in writing returned in Spring 1986 as compared to 48% of the students who did not need remediation, which met the provisional standard. Owing to the wide gap in GPA's, the SSR for the completers (26%) was not comparable to that for the non-remedial group (43%); the difference did not meet the provisional standard.

The mixed pattern of results for writing was similar to that for reading: favorable retention and success in the first (subsequent) college-level course for completers as compared to non-remedial students, but a correspondingly poor relative performance on the GPA indicator.

Computation

Placement Criteria. The college used an NJCBSPT-MC score of 161 (which did not meet the provisional standard) plus an in-house test to identify for remediation 39% of its full-time and 25% of its part-time students. These identification rates were low.

Remedial Course Outcomes. Only 61% of full-time enrollees passed the final level of remediation in computation, which did not meet the provisional standard. Eighty-three percent of the 18 part-time enrollees passed, which met the provisional standard and represented an improvement from the previous (1983) cycle's part-time passing rate of 64%. No retest data were provided; thus, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Sixty-seven percent of the students who completed remediation in computation passed the first college-level course as compared to 84% for the non-remedial students; the difference did not meet the provisional standard. Further, the drop from the 90% rate for remedial completers (vs. 89% for non-remedial students) reported for the previous (1983) cohort is an area which merits attention. Forty-five percent of the remediation-completed students attained GPA's of "C" or better as compared to 84% for the non-remedial group. The gap of 39 percentage points did not meet the provisional standard. Such wide gaps in the performances of the two groups should be investigated.

Forty-two percent of the students who completed remediation in computation returned in Spring 1986 as compared to 48% of the students who did not need remediation. The difference did not meet the provisional standard. In addition, the rate for remedial completers represented a decline of 15 percentage points from the previous cohort:

reasons for the drop should be of interest to the college. On the SSR indicator, the remediated group (19%) did not perform well compared to the non-remedial students (40%); the difference did not meet the provisional standard.

In summary, use of a low NJCBSPT-MC placement criterion, and follow-up outcomes which all fell short of the provisional standards, point to a program that was in need of improvement.

Elementary Algebra

Placement Criteria. The college's NJCBSPT-EA cutoff of 168 (which met the provisional standard and was one point above it) plus an in-house test were used to identify for remediation 53% of full-time and 66% of part-time students. Included in these percentages were 46 full-time and 32 part-time students who were not strictly required by their programs to take elementary algebra.

Remedial Course Outcomes. Of the students enrolled in the final-level course, 66% of full-time and 65% of part-time students passed. Neither rate met the provisional standard and the full-time rate represented a drop of 11 percentage points from the level reported for the 1983 cohort. No retest data were supplied; thus, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Eighty-six percent of the students who completed remediation in algebra passed the first college-level course as compared to 96% for the non-remedial group. Although these passing rates were high, the difference between them did not meet the provisional standard. It should be kept in mind, however, that non-remedial students performed so well in this course (96% passed) that the comparison with remediation-completed students may not have yielded a fruitful criticism. Seventy-two percent of the remediation-completed students attained GPA's of "C" or above as compared to 77% for the non-remedial students. This GPA performance met the provisional standard (and was 15 percentage points above it).

Fifty-one percent of the students who completed remediation returned in Spring 1986 as compared to 39% of the students who did not need remediation. This large difference in favor of the completers met the provisional standard. Not surprisingly, the SSR of the completers as a group (37%) exceeded that of the non-remedial students (30%), which not only met the provisional standard but was also a reversal of the typical pattern.

The majority of indicators suggested that the program was effective. However, the absence of retest data made it difficult to interpret these positive signs.

Overview

Strengths

The college is to be commended for its consistently high rates of testing both full- and part-time students. Further, the college succeeded in enrolling most of its students in appropriate writing and mathematics remedial courses within two semesters.

Passing rates for remedial completers in first (subsequent) college-level courses were high in all areas except computation.

Retention rates for completers of all skill areas except computation exceeded those of non-remedial students.

Most outcomes for the algebra program, especially the SSR of completers (which exceeded that for the non-remedial students), were positive. The absence of retest data, however, made it difficult to interpret these positive signs.

Areas of Concern

The college should raise its two-semester enrollment rate for reading to at least the 90% minimum requirement of the Board.

The computation program at Salem employed low placement criteria. Further, each of the follow-up indicators of academic performance for students who completed computation did not meet the applicable provisional standard. The college has reason to be concerned about the effectiveness of this program.

No data were provided on retesting, despite the implicit suggestion in the institution's report that at least some retesting was conducted (e.g., "...Faculty are not uniformly using a standardized pre- and post-test procedure for remedial courses...we will report that data on next year's report."). The absence of these data made it difficult to interpret outcomes on the other indicators.

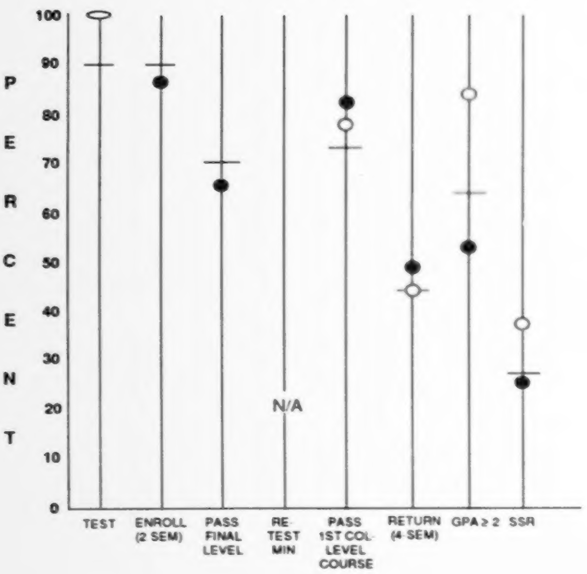
The college needs to take a close look at the outcomes for the 1984 cohort compared to the performance of the 1983 cohort in all skill areas. Low passing rates in both remedial and subsequent college-level courses which were getting even lower are a cause for concern. Favorable retention rates for the remediation-completed students relative to the non-remedial students did not look as favorable when viewed next to the rates for the remediation-completed group of one year earlier. SSR's especially were not only low but lower than those reported for the previous year, and in three of the remedial areas, (i.e., reading, writing and computation) the remediated students performed much below the non-remedial students on this indicator. These downward trends raised questions concerning the attention being devoted to the programs.

The treatment of placement criteria and standard-setting in Salem's report highlighted areas of confusion that may have given rise to unnecessary year-to-year fluctuations. The college should re-examine how its placement criteria are set and the extent to which faculty are permitted to adjudicate the placement decisions.

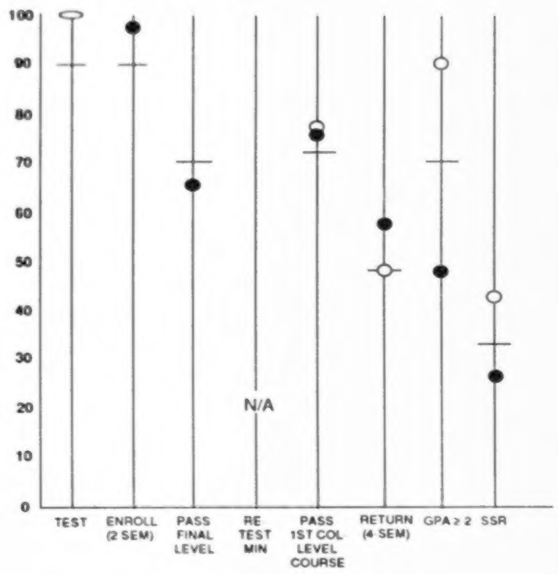
SALEM COMMUNITY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

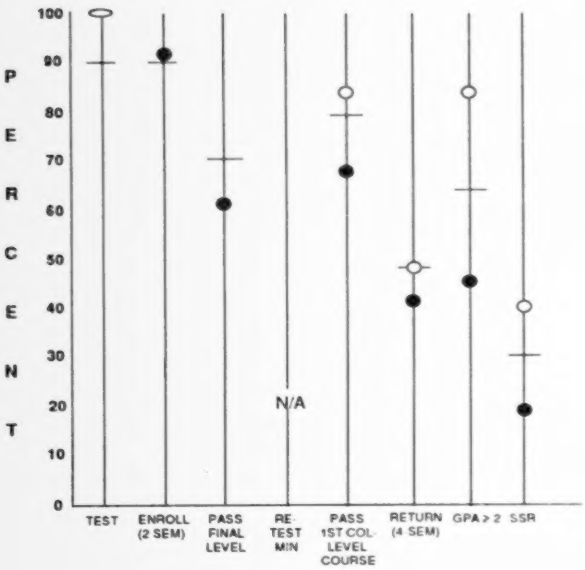
READING



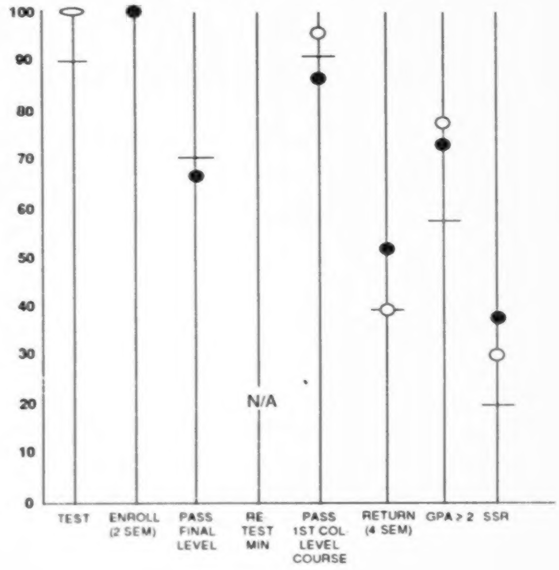
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY

—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	5
WRITING	0
COMPUTATION	1
ELEMENTARY ALGEBRA	5

SUSSEX COUNTY COMMUNITY COLLEGE COMMISSION[*]

Policy Administration

In Fall 1984, Sussex County Community College Commission was responsible for testing and tracking only part-time students; full-time students were tested and reported on by other institutions (see footnote). Sussex tested 165 part-time students, which represented 100% of the students required to be tested. This commendable performance met the Board's minimum testing requirement.

The college enrolled in remedial courses within two semesters 37% of the part-time students who were identified for reading/writing, 55% of those identified for computation and 54% of those identified for remedial algebra (no provisional standard has been set for part-time students). One hundred percent of the (part-time) students who needed remediation in reading/writing (N=35) began the necessary remedial courses within four semesters, which met the provisional standard set for full-time students (again, no provisional standard has been set for part-time students). After four semesters, 12 students identified for computation and 20 students identified for remedial algebra remained at the college without having enrolled in the necessary remedial courses. Considering that all students were part-time, the college was successful in providing timely remedial courses to the students who needed them.

Remedial Areas

Reading/Writing

Placement Criteria. In 1984, Sussex offered a combined reading/writing course for students scoring below 165 on the NJCBSPT-RC (which met the provisional standard) and below 7 on the NJCBSPT-Essay (which fell short of the provisional standard by one point). Of those tested, 21% were identified for remediation.

Remedial Course Outcomes. The passing rate for the course was high: of the 35 students who took the course, 88% passed (which met the provisional standard). Further, 98% of those who passed the course achieved the college's minimum score on the retest.

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[*] *In 1984, Sussex County Community College Commission was responsible for the testing, remediating, and tracking of only its part-time students. Full-time students enrolled in the County College of Morris and were reported with that institution's data. Moreover, data on academic ("follow-up") indicators for part-time students were not called for in the Basic Skills Council's reporting guidelines. Hence this assessment was limited to policy administration, placement and remedial course outcomes for the college's part-time cohort. Beginning in Fall 1986, when Sussex was given authority to grant degrees in business and liberal arts, the college began testing and remediating the full-time students in the new degree programs, along with serving its part-time population. In addition, through a contract with Upsala College (Wirth Campus), Sussex now provides testing and remediation for Upsala's full- and part-time students. It is anticipated that follow-up data on full-time students will be provided in future reports.*

Subsequent Academic Performance. Results for part-time students were not called for in the Council's reporting guidelines. Moreover, data for Sussex students were included in the statistics reported by other institutions (see footnote).

Writing

The institution did not offer a separate remedial course in writing (see Reading/Writing above).

Computation

Placement Criteria. Using a score of 165 on the NJCBSPT-MC as the cut off (which met the provisional standard), 44% of the students were identified for remediation.

Remedial Course Outcomes. Eighty-eight percent of the 48 enrollees passed the computation course, which met the provisional standard. Of those who passed, 96% attained the college's minimum score on the retest.

Subsequent Academic Performance. Results for part-time students were not called for in the Council's reporting guidelines. Moreover, data for Sussex students were included in the statistics reported by other institutions (see footnote).

Elementary Algebra

Placement Criteria. In algebra, the placement criterion used was an NJCBSPT-EA score of 167 (which met the provisional standard) for students whose NJCBSPT-MC score was above 165. Thirty-five percent of the cohort (57 students) were identified for remedial algebra.

Remedial Course Outcomes. Seventy-eight percent of the 36 enrollees passed the course, which met the provisional standard. Ninety-nine percent of the students who passed attained the college's minimum score on the retest.

Subsequent Academic Performance. Results for part-time students were not called for in the Council's reporting guidelines. Moreover, data for Sussex students were included in the statistics reported by other institutions (see footnote).

Overview

Strengths

Sussex succeeded in testing 100% of the students required to be tested. This performance was commendable. Further, all students identified for remediation in reading/writing began the necessary remedial courses within four semesters.

Remedial course passing rates were high in all skill areas.

Retesting results in the three skill areas were high: virtually every student who passed the remedial courses attained the college's minimum scores on the retests.

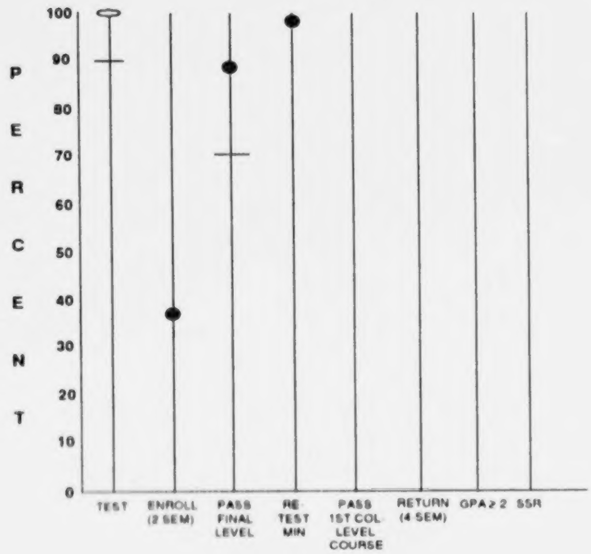
Areas of Concern/Additional Suggestions for Further Inquiry

For reasons explained above, a comparison of the academic performance and retention of students completing remediation with students not needing remediation could not be made (and thus the effectiveness of the commission's remedial programs could not be ascertained). The college anticipates that it will be testing and tracking larger numbers of full- and part-time students in the future. This will provide the indicators necessary in order to measure the effectiveness of the basic skills programs at Sussex.

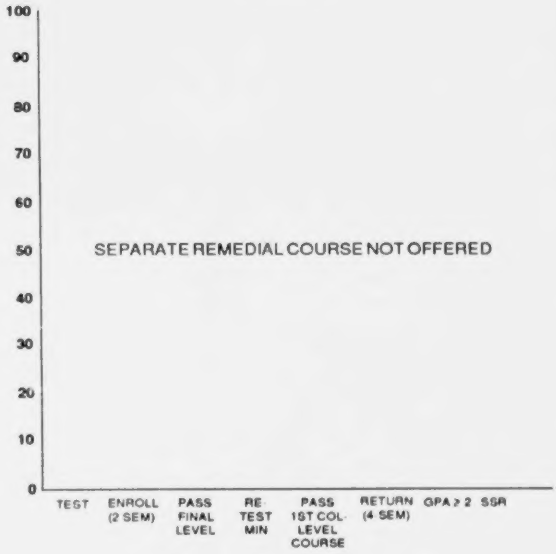
SUSSEX COUNTY COMMUNITY COLLEGE COMMISSION

Remedial Program Profiles, 1984 Full-Time* Cohort

READING AND WRITING



WRITING



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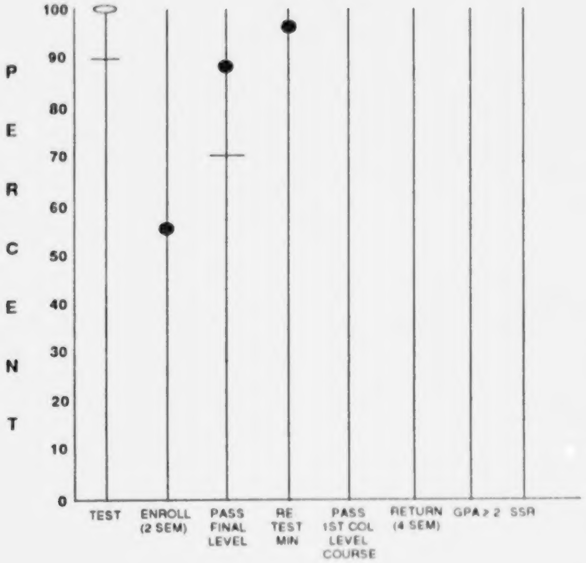
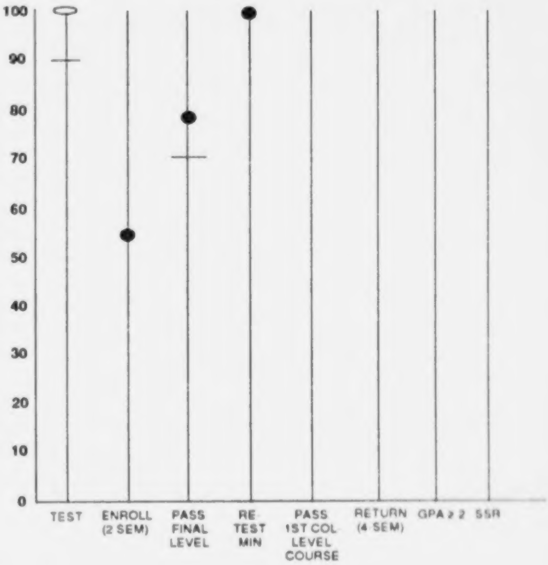


ELEMENTARY ALGEBRA



KEY

—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* COLLEGE'S COHORT CONSISTS OF PART-TIME STUDENTS ONLY

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	0
WRITING	
COMPUTATION	12
ELEMENTARY ALGEBRA	20

UNION COUNTY COLLEGE

Policy Administration

In 1984, Union County College tested 95% of the full-time and 73% of the part-time students requiring testing. The full-time testing rate met the Board's minimum testing requirement but the part-time rate did not.

Of the full-time students identified for remediation, Union succeeded in enrolling within two semesters 93% in reading, 90% in writing and 94% in computation; these rates satisfied the Board's minimum enrollment standard. In addition, 86% of the students identified for elementary algebra had enrolled in a remedial algebra course within two semesters (a two-semester enrollment standard has not been set for algebra). Moreover, only seven identified, full-time students present in the fourth semester had not yet begun the necessary remediation, which met the provisional standard.

Despite these favorable enrollment values, however, too many full-time students identified for reading (18), writing (24) and/or computation (14) had not yet begun their necessary remediation by the fourth semester; each of these latter values did not meet the provisional standard.

Remedial Areas

Reading

Placement Criteria. The college used a score of 164 on the NJCBSPT-RC as its criterion for placement, which met the provisional standard and was three scaled-score points above it. This resulted in 59% of the full-time and 51% of the part-time students being identified for remediation.

Remedial Course Outcomes. Of the full-time students enrolled in the final-level reading course, 72% passed the course. Only 64% of the part-time enrollees passed. The passing rate for full-time students met the provisional standard but the part-time rate did not. In addition, the full-time rate represented an improvement of ten percentage points over the 1983-cohort results. Curiously, Union used a locally developed essay as its retest in reading (no rationale was given for this peculiar practice). Seventy percent of the students who passed the final-level course attained the college's minimum score on the retest.

Subsequent Academic Performance. Students who completed reading remediation at Union performed nearly as well as the non-remedial students in the first (subsequent) college-level courses (91% and 94% respectively); the three percentage-point difference met the provisional standard. These passing rates were high. On the broader academic indicator, however, 55% of the remedial completers had cumulative GPA's at or above "C," compared to 78% of the non-remedial students; this 23 percentage-point gap in GPA performance did not meet the provisional standard.

Remediated students returned in the fourth semester at a higher rate (61%) than their non-remedial counterparts (57%), which met the provisional standard. The remedial completers posted a cumulative SSR of 34%, compared to 44% for the non-remedial students; the difference met the provisional standard.

Writing

Placement Criteria. Placement in remedial writing at Union was accomplished using a cut-score of 166 on the NJCBSPT-SS. This criterion met the provisional standard and was five scaled-score points above it. In 1984, 44% of the full-time and 37% of the part-time test-takers were identified for remediation.

Remedial Course Outcomes. Of the students enrolled in the final-level remedial course, 72% of the full-time and 57% of the part-time students passed the course. The passing rate for full-time students met the provisional standard but the part-time rate did not. Of the small sample (n=62) of remedial students who passed the course and were retested using a holistically scored, in-house essay, 64% of these students attained the college's minimum score. The defined minimum score was a "five," seemingly well below the "seven" and "eight" that are standardly used on similar essays (or at least the NJCBSPT-Essay).

Subsequent Academic Performance. Remediated students passed their first (subsequent) college-level course at the rate of 89%, compared to 95% for the non-remedial students; the difference missed the provisional standard by one percentage point. Both passing rates were high. It should be kept in mind that non-remedial students performed so well in the first college-level course (95% passed) that the comparison with remediation-completed students may not have yielded a fruitful criticism. On the other hand, completers of remediation fell 25 percentage points behind their non-remedial counterparts in the percent cumulative GPA's at or above "C" (51% and 76% respectively); this difference also did not meet the provisional standard.

Completers of remediation returned in the fourth semester at a higher rate than the non-remedial students (58% vs. 56%), which met the provisional standard. The SSR for the remediation-completed students was 29%, compared to 43% for the non-remedial students. The 14 percentage-point difference in SSR's did not meet the provisional standard.

Computation

Placement Criteria. Union placed students in computation using a cut-score of 165 on the NJCBSPT-MC, which met the provisional standard. Fifty-six percent of the full-time and 55% of the part-time students were identified for remediation in computation.

Remedial Course Outcomes. Remedial course passing rates were as follows: 70% for full-time and 68% for part-time enrollees. The rate for full-time students met the provisional standard but the part-time rate did not. Of the students who passed the final-level remedial course and were retested, 92% attained the college's minimum score on the retest.

Subsequent Academic Performance. In light of the high retest results, it was paradoxical that the performance of remedial completers in the first (subsequent) college-level course was weak relative to that of the non-remedial students. Only 73% of the remediated students passed the college-level math course, compared to 92% of the non-remedial students; the 19 percentage-point difference did not meet the provisional standard. Whether this result was due in part to the small sample size (n=45 remediated full-time students who were followed, out of approximately 340 who passed the final-level remedial course) remained unknown. Nevertheless, only 54% of the remediated students had cumulative GPA's at or above "C," compared to 77% of the non-remedial students; the 23 percentage-point difference in the two percentages did not meet the provisional standard.

The retention rate for completers of computation (59%) was higher than that for the non-remedial students (55%), which met the provisional standard. Remediated students collectively had an SSR of 32%, compared to 42% for the non-remedial students. The difference in SSR's met the provisional standard.

Elementary Algebra

Placement Criteria. In 1984, an NJCBSPT-EA score of 167 (which met the provisional standard) was used for remedial algebra placement at Union. However, a mere 11% of the full-time students and 16% of the part-time students were identified for remedial algebra--low percentages attributable not to the placement test scores of entering students but to the institution's policy on requiring algebra only of students in math-related curricula.

Remedial Course Outcomes. The final-level remedial course passing rates were 65% for the full-time students and 61% for the part-timers. Neither passing rate met the provisional standard. Moreover, the rate for part-time students reflected a decline of 11 percentage points from the previous (1983) cohort's results. Fully 100% of the students who passed the course and were retested attained the college's minimum score on the retest.

Subsequent Academic Performance. The passing rate in the first (subsequent) college-level math course for remediated students was 90%, four percentage points below the passing rate for non-remedial students in the same course (94%); the difference met the provisional standard. These passing rates were high. Note that the passing rate for remediated students was based on a sample of only 10 full-time students (out of approximately 60 who passed the final-level remedial course). As to the broader academic indicator, 80% of the remediated students attained a cumulative GPA at or above "C", just two percentage points below the performance of the non-remedial comparison group. The difference in percentages met the provisional standard. Further, the percent cumulative GPA for remedial completers represented an improvement of 19 percentage points over the 1983 cohort results.

Surprisingly, students who completed algebra remediation returned in the fourth semester at a rate of 50%, compared to 59% for non-remedial students; the difference did not meet the provisional standard. Largely due to the relatively strong academic performance of the remediated group, however, the SSR's of the two study groups differed by only eight percentage points (which met the provisional standard), as follows: 40% for remediated students and 48% for non-remedial students.

Overview

Strengths

Union was successful in testing its full time students and enrolling over 90% in needed remediation within two semesters.

In reading, writing and computation, retention of remediated students exceeded that of the non-remedial students.

Passing rates in first (subsequent) college-level courses for completers of remediation in reading, writing and algebra were high and nearly matched those of the non-remedial students.

Outcomes for the algebra program were mixed. Nevertheless, the percentage of algebra-remediated students with GPA's at or above "C" was comparable to that for the non-remedial students. This result, along with the favorable retest, SSR and college-level course performance data, argued for the effectiveness of remedial instruction in algebra.

Areas of Concern

The testing rate for part-time students did not meet the Board's minimum testing requirement. Moreover, too many identified, full-time students who returned in the fourth semester had not yet begun their necessary remediation in reading, writing and computation. The college should address these shortcomings.

In reading, writing and computation, the passing rate in the final-level remedial course for part-time students did not meet the provisional standard whereas in each case the rate for the full-time students did. The part-time passing rate in algebra not only fell short of the provisional standard but reflected a decline from the 1983-cohort results. The college should examine why its part-time students in particular experienced difficulty passing the remedial courses.

Retesting practices in reading and writing warrant attention. The use of an essay as a retest for reading needs to be reevaluated, as does the seemingly low minimum score used in writing.

Despite other favorable outcomes, students who completed remediation in algebra did not persist at a rate comparable to the non-remedial students. This should be of concern to the college.

The percentages of students identified for algebra remediation were low. The college should reexamine its remedial placement policies in mathematics.

Additional Suggestions for Further Inquiry

Remedial completers in reading and in writing had high passing rates in the first (subsequent) college-level courses (i.e., in English composition) but their GPA and SSR outcomes relative to the non-remedial students were less favorable. The paradox of demonstrating strong subsequent performance in a particular college-level course on the one hand and an apparent lack of carry-over to college-level courses generally on the other is an area that the college may wish to explore.

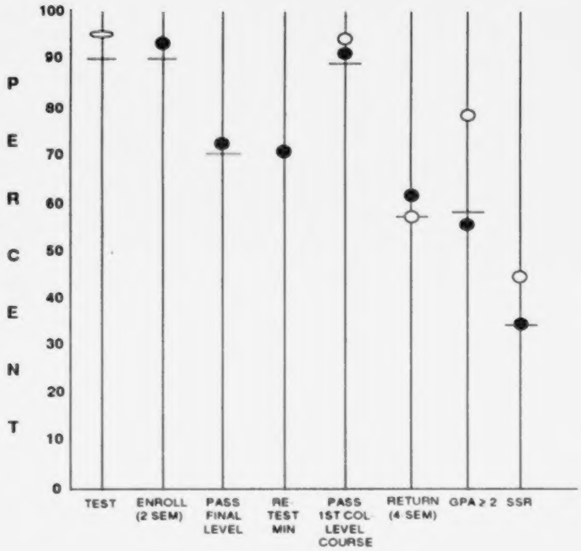
Similarly, it might be instructive to examine why completers of computation as a group had strong retest results on the one hand but only a weak passing rate in the first (subsequent) college-level course (relative to the non-remedial students) on the other.

1984-1986

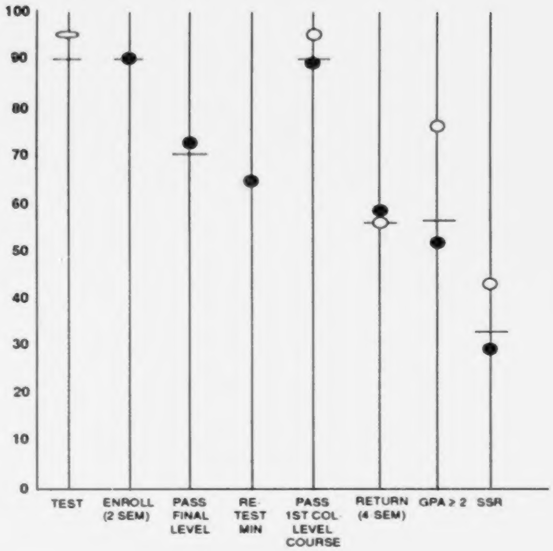
UNION COUNTY COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

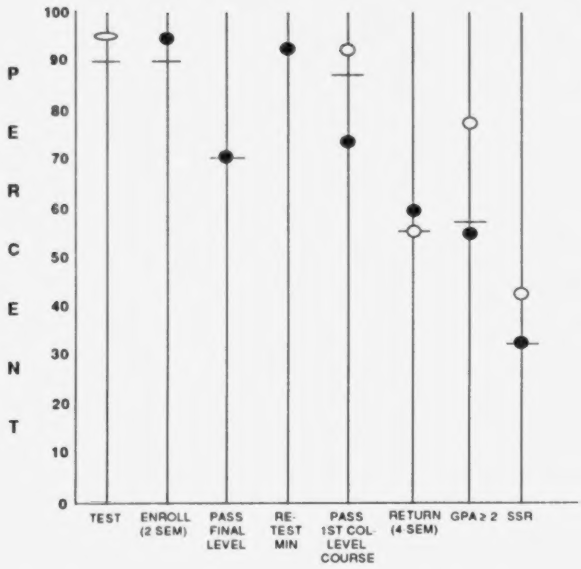
READING



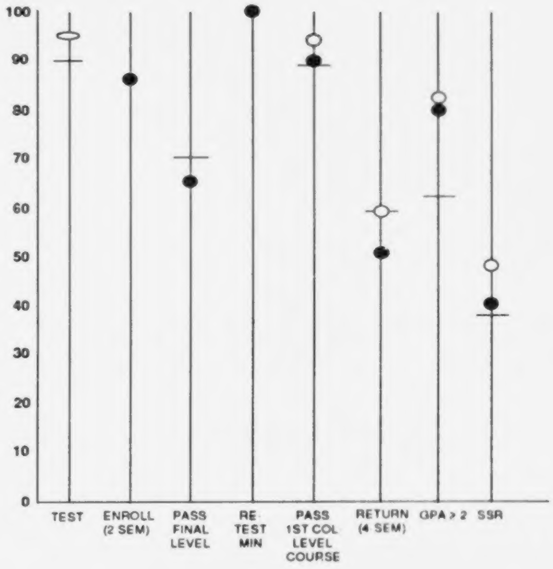
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD < 10 STUDENTS

READING	18
WRITING	24
COMPUTATION	14
ELEMENTARY ALGEBRA	7

WARREN COUNTY COMMUNITY COLLEGE COMMISSION*

Policy Administration

In 1984, Warren County Community College Commission tested 100% of the full-time and 79% of the part-time students required to be tested. The full-time testing rate, a commendable achievement, met the Board's minimum testing requirement but the part-time rate did not. The students required to be tested included in-county and out-of-state attendees only (i.e., the in-state but out-of-county attendees were tracked by the respective institutions in which the students enrolled) and thus the cohort reported on was small (a total of 98 full-time and 75 part-time students).

Of the full-time students who were identified for remediation in reading/writing and in computation, 100% reportedly were enrolled in appropriate remedial courses within two semesters. (Two-semester enrollment data for elementary algebra, as called for in the Basic Skills Council's Annual Questionnaire, were not provided by the institution). Yet these data were inconsistent with the four-semester enrollment data furnished for the same skill areas (reading/writing: 43%, n=23; computation: 21%, n=28). Moreover, the Commission reported that one student identified for remedial reading/writing, two identified for computation and 10 identified for remedial algebra returned in the fourth semester without having begun the necessary remedial courses; each of the three values met the provisional standard.

No narrative report to accompany the data tables was submitted for the 1984 cohort; thus, the commission did not fulfill the Council's reporting guidelines. The lack of descriptive statements was an especially serious shortcoming because review of the submitted data raised several key questions which could not be resolved. For example, some question remained about whether the Commission offered its own remedial courses in 1984-86. Where the actual teaching occurred bears on whether follow-up data was at all meaningful and on which institution--the Commission or the contracted colleges--should have reported it.

**Warren County College Commission was chartered in 1981 as an agency to provide higher education to the citizens of Warren County. It offers remedial, non-credit and some college credit instruction, but contracts for the delivery of most credit-bearing courses with neighboring colleges (i.e., County College of Morris, Ramapo College of New Jersey, Raritan Valley Community College and Union County College). While partial outcome data on Warren's remedial students were provided for this report, the parallel (comparison) outcomes for the non-remedial students, who were by definition at other colleges, were not available. Moreover, in the absence of a descriptive text, questions remained about the meaningfulness of follow-up data. Therefore, the overall effectiveness of the remedial programs could not be ascertained. This review concentrates instead on the Commission's testing, placement, enrollment and remedial course outcomes for 1984-86.*

Remedial Areas

Reading & Writing

Placement Criteria. The college offered combined reading and writing remediation and used an NJCBSPT Total English score of 161 and an Essay score of below 7 to place students into remediation. These criteria were consonant with the provisional standards. Twenty-three percent of full-time and 36% of part-time students were identified for remediation.

Remedial Course Outcomes. Of the 10 full-time students enrolled in the final-level remedial course, 80% passed. Seventy-five percent of the 8 part-time students passed. These passing rates met the provisional standard. No retest data were provided; hence the commission did not fulfill the reporting guidelines of the Basic Skills Council.

Subsequent Academic Performance. The partial outcome data submitted by the Commission could not be reviewed (see footnote).

Writing

Separate remedial writing courses were not offered in 1984-86 (see Reading).

Computation

Placement Criteria. Warren used an NJCBSPT-MC score of 165 to identify for remediation 29% of its full-time and 34% of its part-time students. The criterion met the provisional standard.

Remedial Course Outcomes. Half (50%) of the 6 full-time students who were enrolled in the remedial course and all three of the part-time enrollees passed the course. Data on retesting were not submitted; thus, the Commission did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. The partial outcome data submitted by the Commission could not be reviewed (see footnote).

Elementary Algebra

Placement Criteria. The commission used an NJCBSPT-EA score of 166 (which missed the provisional standard by one scaled-score point) below which to place students into remediation. Of the students tested, 68% of the full-time and 63% of the part-time students were identified for remedial instruction in algebra.

Remedial Course Outcomes. Few students who were identified for remediation enrolled in the remedial course (i.e., only 12 full-time and 3 part-time enrollees). Of these, only 25% of the full-time and 33% of the part-time students passed the course. These rates, albeit based on exceedingly small numbers of students, did not meet the provisional standard. No retest data were submitted; thus, the commission did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. The partial outcome data submitted by the Commission could not be reviewed (see footnote).

Overview

Strengths

The commission tested 100% of the full-time students who were required to be tested, a commendable achievement.

Areas of Concern

Warren, a three-year old institution at the beginning of the 1984 reporting period, did not meet the Board of Higher Education's minimum requirement for the testing of part-time students. Further, remedial course enrollment data were inconsistent and, in the case of elementary algebra, incomplete.

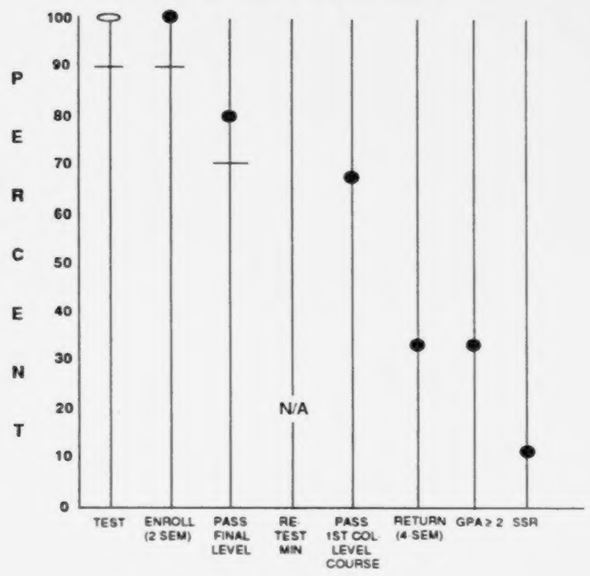
Neither retesting results nor data on the academic status of the bulk of Warren's students--i.e., those non-remedial students who were enrolled at contracted colleges--were provided by the Commission. In addition, the descriptive text to accompany the data tables (as per the Council's reporting guidelines) was not furnished. These were serious shortcomings which made it impossible to understand and to evaluate the remedial programs.

Despite the small size of the remedial groups (a maximum of 12 students), passing rates in the remedial math courses were low.

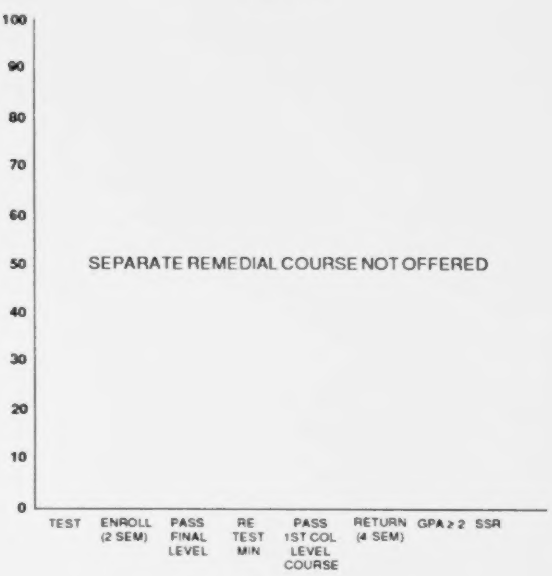
WARREN COUNTY COMMUNITY COLLEGE COMMISSION

Remedial Program Profiles, 1984 Full-Time* Cohort

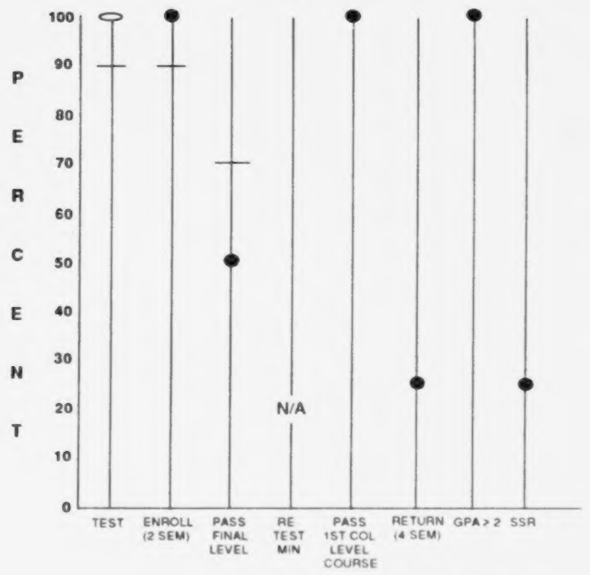
READING AND WRITING



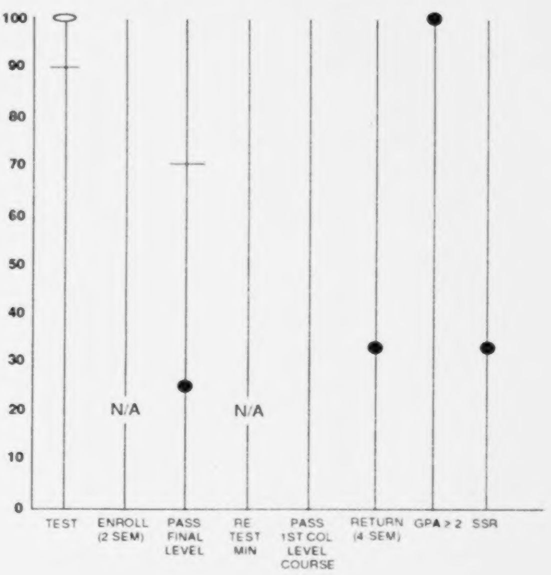
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY — PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD < 10 STUDENTS

READING	1
WRITING	
COMPUTATION	2
ELEMENTARY ALGEBRA	10

GLASSBORO STATE COLLEGE

Policy Administration

Glassboro State College tested over 99% of its full-time students and 97% of its part-time students in both 1983 and 1984, which satisfied the Board's minimum standard of 90%. This performance is commendable. Similarly, for at least two consecutive years Glassboro has done well enrolling full-time students within two semesters in required remedial courses in reading, writing, and computation (94-97% of those identified for remediation in each skill area were enrolled within two semesters, and these rates met the Board's minimum standard for full-time students). Eighty-seven percent of the full-time students who needed remedial algebra were enrolled within two semesters in appropriate algebra courses (no two-semester enrollment standard for algebra has been set).

Only three students each for reading and for writing had not yet begun their required remedial course work in the fourth semester, which met the provisional standard in the two areas; for computation, the number was eight, which also met the provisional standard. For algebra, 11 students (one student more than the provisional standard) had not yet enrolled in required remediation by the fourth semester.

Remedial Areas

Reading

Placement Criteria. Glassboro used 168 as its NJCBSPT-RC placement score; this met the provisional standard and was seven points above it. This criterion resulted in 46% of the full-time cohort and 33% of the part-time cohort being identified for remediation.

Remedial Course Outcomes. Eighty-four percent of the full-time students and 73% of the part-time students passed the final level of remediation. The rate for the full-time students met the provisional standard but the part-time rate did not. Of 375 students who passed the final-level remedial course, 87% attained the minimum level on the retest.

Subsequent Academic Performance. For the 1984 cohort, 90% of the remediation-completed students passed the first college-level course, compared to 92% of the non-remedial students; the difference met the provisional standard. The passing rates for both groups were high. The two study groups differed by 10 percentage points on percent GPA at or above "C" (77% for completers vs. 87% for non-remedial students) and the difference met the provisional standard.

Seventy-two percent of remediation-completed students were present after four semesters, compared to 68% of the non-remedial students, which met the provisional standard. And on SSR, not surprisingly, the two study groups differed by only four percentage points (55% for completers vs. 59% for the non-remedial group) which met the provisional standard.

In sum, the reading program at Glassboro gave several indications of effectiveness. The placement criteria were set at a relatively high level, and students not only were enrolled in the required courses but they performed successfully upon exit from remediation.

Writing

Placement Criteria. In writing, Glassboro set its placement criteria at 165 on NJCBSPT-Total English with Essay greater than or equal to 7; or NJCBSPT-Total English 168 with Essay 6; or Essay 6. The "Essay 6" criterion, if used in isolation, would not have met the provisional standard. Otherwise, these criteria were consonant with the provisional standard. They resulted in 28% of the full-time and 30% of the part-time test-takers being identified for writing remediation.

Remedial Course Outcomes. Eighty-four percent of the full-time, and 71% of the part-time, students in the 1984 cohort passed the final level of remediation. The rate for the full-time students met the provisional standard but the part-time rate did not. Of 212 students in the 1984 cohort who passed the final-level remedial writing course, 86% reached the minimum score on the locally developed essay retest.

Subsequent Academic Performance. For the 1984 cohort, 79% of the remediated students passed the first college-level course in writing; however, 94% of the non-remedial students passed the same course. The 15 percentage point differential between the two groups did not meet the provisional standard. On the GPA indicator, 73% of remediated students had a GPA at or above a "C" compared to 85% for the non-remedial students; the difference of 12 percentage points met the provisional standard.

Seventy-five percent of the remediation-completed students were present at four semesters, compared to 69% of the non-remedial students, which met the provisional standard. The SSR of writing-remediated students as a group was 54%, and of the non-remedial students, 58%; the four percentage point difference met the provisional standard.

Outcomes for the writing program at Glassboro presented mixed signs of program effectiveness. A cause for concern was the rate at which the remediated students passed the first college-level course, compared to the rate for the non-remedial students.

Computation

Placement Criteria. In computation, Glassboro set its placement criteria at a combined score of 335 on the NJCBSPT-MC and -EA, with a score of 170 on the NJCBSPT-MC alone. The NJCBSPT-MC criterion met the provisional standard (and was five points above it). In 1984, the college identified for remediation 33% of its full-time cohort and 40% of its part-time cohort.

Remedial Course Outcomes. Eighty-nine percent of the full-time students and 72% of the part-time students passed the final level of remediation. The rate for the full-time students met the provisional standard but that for the part-time students did not. Eighty-three percent of the students who passed the computation course reached the minimum score on the retest.

Subsequent Academic Performance. For the 1984 cohort, only 80% of the remediated students passed the first college-level course compared to 95% of the non-remedial students. This 15% differential between the two groups did not meet the provisional standard. Seventy-eight percent of the remediated students exhibited a GPA at or above "C" compared to 84% for the non-remedial students, which met the provisional standard.

Sixty-nine percent of the remediated students had returned in the fourth semester, nearly matching the retention of the non-remedial students (70%); the difference fell short of the provisional standard by one percentage point. Fifty-four percent of the remediated students "successfully survived" compared to 58% for the non-remedial group; this differential also met the provisional standard.

On most indicators, therefore, the computation program at Glassboro provided positive outcomes. The lower relative performance of remediated students in first college-level "quantitative" courses, however, is an area which the college might investigate.

Elementary Algebra

Placement Criteria. Glassboro used an NJCBSPT-EA score of 174 as its placement criterion in elementary algebra. This criterion met the provisional standard and was seven points higher than it. The criterion resulted in the identification of 59% of the full-time and 58% of the part-time cohorts.

Remedial Course Outcomes. Eighty-four percent of the full-time students and 86% of the part-time students in the 1984 cohort passed the final level of remediation. The passing rates for both groups met the provisional standard. Of the 374 students who passed remedial course and were retested, 96% attained the college's minimum score.

Subsequent Academic Performance. Eighty-seven percent of the remediated students passed the first college-level course compared to 97% of the non-remedial students. Although both passing rates were relatively high, the 10% differential did not meet the provisional standard. Eighty-two percent of the remediated students achieved a cumulative GPA of "C" or better compared to 86% of the non-remedial students, which met the provisional standard.

For the 1984 cohort, 75% of the remedial completers returned in the 4th semester compared to 73% for the non-remedial students, which met the provisional standard. The SSR of the remedial completers (62%) nearly matched that for the non-remedial students (63%) and the difference met the provisional standard.

Based on the above, the algebra program at Glassboro, like each of the other programs in turn, provided evidence of its effectiveness. One area which the college might look into was the relative performance of students in the first (subsequent) college-level course requiring algebra. It should be kept in mind, however, that non-remedial students performed so well in this course (97% passed) that the comparison with remediation-completed students may not have yielded a fruitful criticism.

Overview

Strengths

Glassboro State College did a commendable job of testing and placing its students in the required remedial courses. The figures for both the 1983 and the 1984 cohorts were consistently high.

The institution's retest results were high in all four remedial areas, as were the passing levels in the remedial courses.

The fact that comparable proportions of algebra-remedied and non-remedial students achieved grade point averages at or above "C" was an especially positive indicator for mathematics remediation.

It is noteworthy that remediated students in all areas "successfully survived" at rates that compared favorably with those of the non-remedial students; Glassboro's four remedial programs measured well on this and other indicators.

Areas of Concern

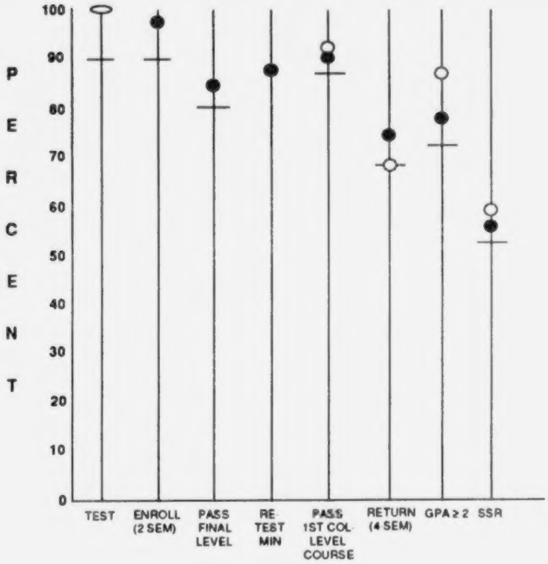
The performance differential between remediated and non-remedial students in first college-level courses was an area of concern which emerged from the data reviewed here. This differential would indicate that a proportion of students who passed remedial courses in writing, computation and algebra remediation did not have the skills necessary to succeed in the respective college-level courses. This is an area that the college should explore.

1984-1986

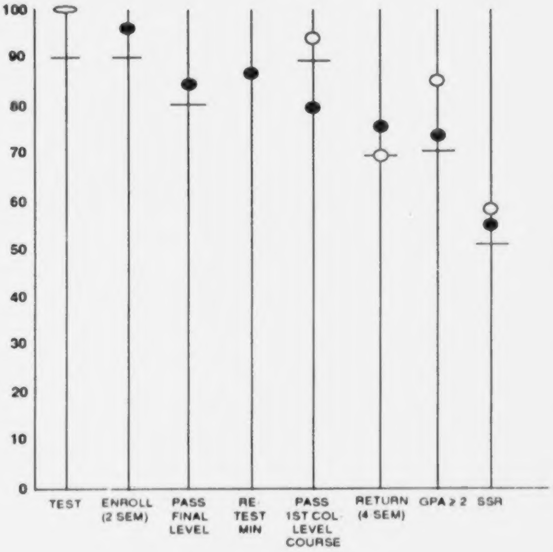
GLASSBORO STATE COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

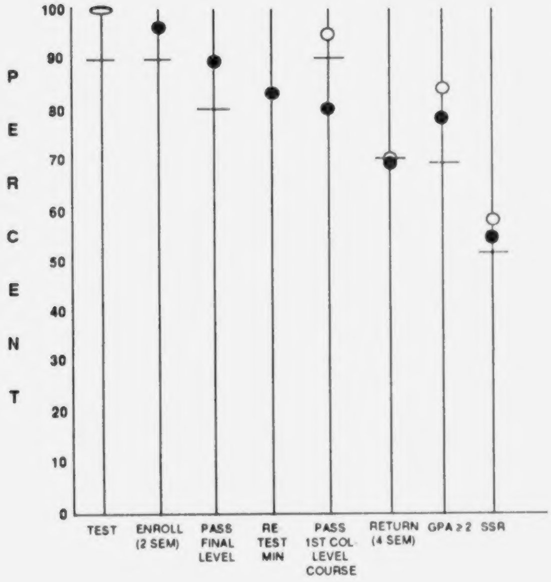
READING



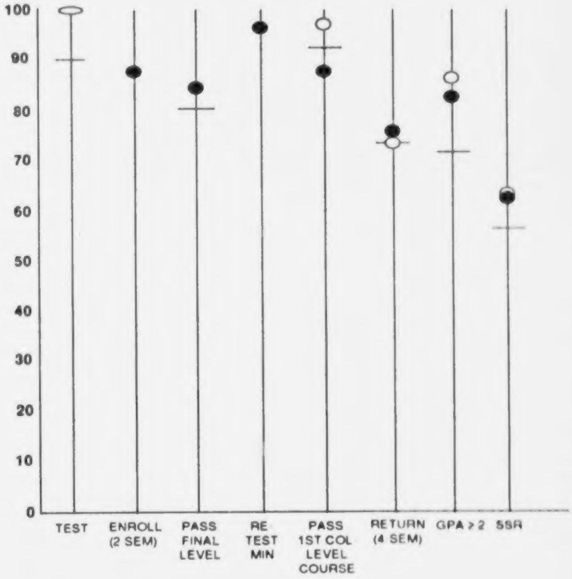
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD < 10 STUDENTS	
READING	3
WRITING	3
COMPUTATION	8
ELEMENTARY ALGEBRA	11

JERSEY CITY STATE COLLEGE

Policy Administration

Jersey City State College tested 99% of its entering, full-time students and 98-99% of its entering, part-time students over at least two consecutive reporting cycles. This performance is commendable.

In 1984, the number of full-time students who enrolled in the required remedial courses within two semesters was not consistently high across programs. While virtually all (98%) students identified as needing assistance in writing enrolled in remedial writing classes (which met the Board's minimum standard of 90%), just 79% of identified students in reading enrolled within the two semesters, which did not meet the standard. Identified students who enrolled in algebra remediation within two semesters increased from the 1983 cohort to the 1984 cohort (87% and 95% respectively) but those enrolled in computation decreased by the same amount (90% in 1983 to 82% in 1984). The two-semester enrollment percentage in computation for the 1984 cohort did not meet the Board's requirement (no two-semester enrollment standard has been set for algebra).

Twenty full-time students who were identified for remediation in reading were present in the fourth semester without having enrolled in the necessary remedial courses; this value did not meet the provisional standard. It should be noted that the "present but not enrolled" students in reading comprised 5% of the identified, full-time cohort in 1984, an improvement from the 12% reported for the previous (1983) cohort. In the other three skill areas (writing, computation and elementary algebra), the college met the provisional standard on this indicator.

Remedial Areas

Reading

Placement Criteria. The reading program at Jersey City State College offered, in essence, two levels of reading remediation for students who scored below 161 on the NJCBSPT-RC; the criterion met the provisional standard. An additional, in-house test was used to confirm placement decisions. The first level, "Reading For College," was a two-semester course from which students could exit after one semester if they met the program's exit criteria. Such exiting students, however, were required to enroll in the second-level course, "Reading and Study Skills." Additional, integrated support courses in reading were offered to students on an elective basis. In 1984, 63% of the full-time and 66% of the part-time students were identified for remediation in reading.

Remedial Course Outcomes. Students passed their final-level remedial courses at rates of 85% for full-time students and 87% for part-time students; both passing rates met the provisional standard. Sixty-four percent of the retested students attained the minimum level on the "departmental assessment" instrument used.

Subsequent Academic Performance. Seventy-nine percent of reading-remediated students and 85% of the non-remedial students passed their first (subsequent) college-level English course. Although this performance gap fell short of the provisional standard by one percentage point, it represented an improvement from the 18-point gap reported for the 1983 cohort. Further, although the remediated students whose data were used for this comparison had completed remediation prior to enrolling in the subsequent course (as per the guidelines of the Basic Skills Council), college policy did not require completion of "Reading and Study Skills" prior to enrolling in college-level courses.

Eighty-one percent of the students who completed remediation in reading had GPA's at or above "C," compared with 88% for the non-remedial students; the seven percentage-point gap met the provisional standard.

As is typical across the state, the remediated students were retained at a higher rate than non-remedial students (68% vs. 59%), which met the provisional standard. Similarly, the remediated students as a group exhibited a higher SSR than the non-remedial group (55% vs. 52%), which met the provisional standard.

Writing

Placement Criteria. The writing program at Jersey City State College used an in-house evaluation of the NJCBSPT-Essay (a cut off score of 8 out of 10 points, which met the provisional standard) along with a one-hour, in-house writing sample for placement in the writing course. This resulted in 31% of the full-time and 41% of the part-time students being identified for remediation.

Remedial Course Outcomes. The percentages of students who passed the final level of writing remediation, 62% for full-time and 60% for part-time students, did not meet the provisional standard of 80%. However, correspondence from the college casts doubt on the accuracy of these passing rates. Retest data were reported for all students who passed the course, and 100% of these students reached the college's minimum level on the "departmental assessment" essay test. This retesting percentage for the 1984 cohort reflected a sizable increase over that reported for the 1983 cohort (43%).

Subsequent Academic Performance. In the subsequent college-level course, 76% of remediated students and 87% of non-remedial students passed; the 11-point performance differential did not meet the provisional standard. On GPA at or above "C," a gap of 17 percentage points in performance between the two study groups was found (68% vs. 85%), which did not meet the provisional standard.

As in reading, the students who completed the necessary remediation were retained at a higher rate than non-remedial students (65% vs. 58%), which met the provisional standard. The remediated students "successfully survived" at a rate of 44%, compared to 49% for the non-remedial students; the performance gap between the groups met the provisional standard.

Computation

Placement Criteria. Students who scored below 168 on the NJCBSPT-MC were placed into the remedial mathematics program, which met the provisional standard. This resulted in 51% of full-time and 77% of part-time test takers being identified for remediation.

Remedial Course Outcomes. Eighty percent of the enrolled, full-time students passed the final-level course, which met the provisional standard. However, only 61% of part-time students passed. The part-time passing rate did not meet the provisional standard and also represented a decline of 9% from the 1983 cohort. The college retested all students who passed the course (using a "departmental assessment" test) and 100% of the students attained the minimum level on the instrument. This retest level represented a sizable improvement from the 68% reported for the 1983 cohort.

Subsequent Academic Performance. In the first (subsequent) college-level mathematics course, 59% of computation-remediated students passed the course compared with 7 non-remedial students; the performance differential of 18 percentage points did not meet the provisional standard. However, 73% of the remediated students and 85% of the non-remedial students had GPA's at or above "C"; the gap of 12 percentage points met the provisional standard for this indicator.

Retention of computation-remediated students dipped below that of the non-remedial students (61% vs. 62%), which fell short of the provisional standard by one percentage point. On SSR, the performance of the remediated students was eight percentage points below that of the non-remedial students (44% vs. 52%), which also fell short of the provisional standard by one percentage point.

Elementary Algebra

Placement Criteria. A score of 177 on the NJCBSPT-EA (with the NJCBSPT-MC score between 168 and 180) was used as a cut off below which students were placed into elementary algebra at Jersey City State College. This cut off not only met the provisional standard but was 10 scaled-score points higher than it. In 1984, 86% of the full-time and 96% of the part-time students were identified for algebra remediation. Further, all students who were identified as needing remediation in computation were required to complete remediation in elementary algebra.

Remedial Course Outcomes. The percentages of students passing remedial algebra increased over the two reporting cycles for both full-time (from 80% to 93%) and part-time (from 60% to 85%) students, and both outcomes for the 1984 cohort met the provisional standard. However, these passing rates did not reflect students who came to the algebra course by way of completing computation. No retesting data were submitted for elementary algebra; thus, the college did not fulfill the reporting requirements of the Basic Skills Council.

Subsequent Academic Performance. Follow-up academic indicators revealed a widening in the gap between non-remedial and remediated students in first (subsequent) college-level course performance over two cycles. Non-remedial students passed the college-level course at the rate of 90% (up from 72% in 1983), while remediated students passed at only 62% (down from 67% in 1983); the performance differential for the 1984 cohort did not meet the provisional standard. The cumulative GPA at or above "C" figures for the 1984 cohort, on the other hand, indicated that remediated students fared nearly as well as the non-remedial students (84% vs. 89%), and the difference in performance met the provisional standard.

Remediated students returned in the fourth semester at a level just beneath that of the non-remedial students (62% vs. 66%), which did not meet the provisional standard. Fifty-two percent of the remediated students "survived successfully" as compared with 59% of the non-remedial students; the difference between the rates met the provisional standard.

Overview

Strengths

Jersey City State College is to be commended for its consistently high testing rate for both full- and part-time students.

Similarly, of the full-time students who were identified as needing assistance in writing, the college succeeded in enrolling 98% in appropriate remedial courses within two semesters.

The number and diversity of remedial and supplemental courses in reading offered by Jersey City suggests that the reading preparation issue has been given considerable attention.

Students who needed and completed remediation in reading and in writing were retained in greater proportions than the non-remedial students.

The college furnished retesting data for 100% of the students who completed the writing and computation sequences, and students who passed the writing and computation courses all reached the minimum level on the retest.

Areas of Concern

Student enrollment in appropriate remedial courses in reading and computation was a problem which the institution should address.

The low remedial course passing rates in writing (assuming they are accurate) and passing rate for part-time students in computation warrant investigation.

No data were furnished on retesting in algebra, thus making interpretation of the other algebra data difficult.

In both areas of mathematics, remediated students were not retained at a rate at least equal to that for the non-remedial students.

The low passing rates in first (subsequent) college-level courses in all areas, despite high percentages of writing and computation students who reached the minimum score on the respective retests, is another area that merits attention.

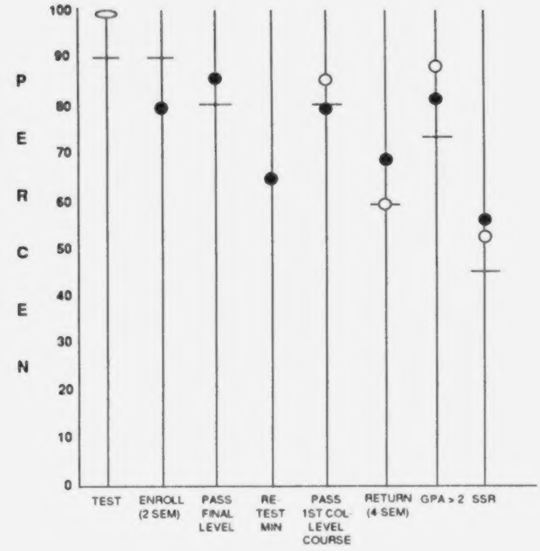
Students were receiving two elective degree credits for completion of the upper-level remedial writing course, in opposition to Board of Higher Education policy which does not allow the awarding of degree credits for remedial courses. The institution should ascertain whether a fraction of this course dealt with material at the college level.

1984-1986

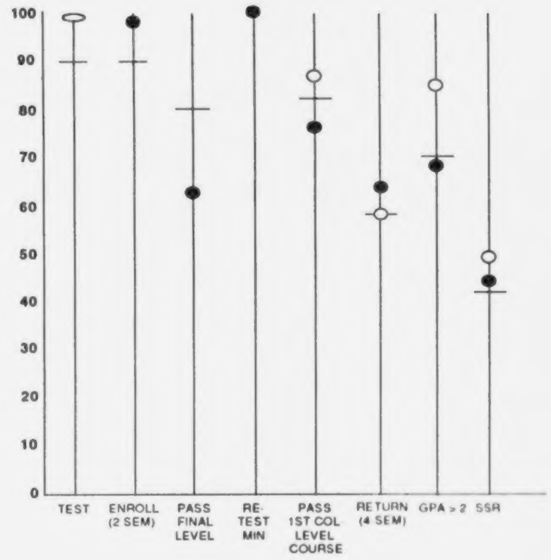
JERSEY CITY STATE COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

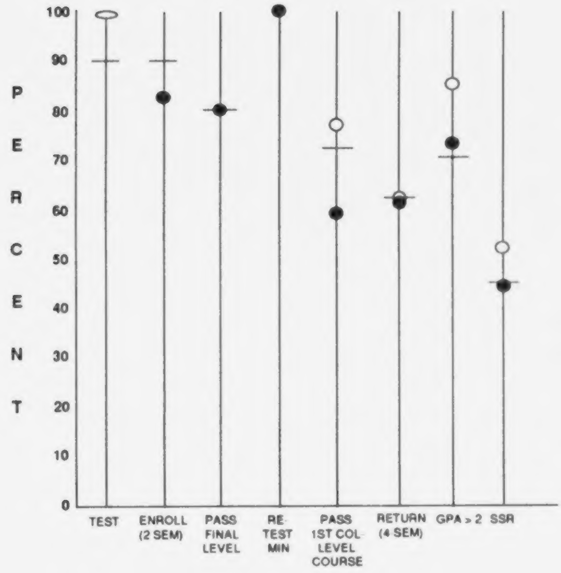
READING



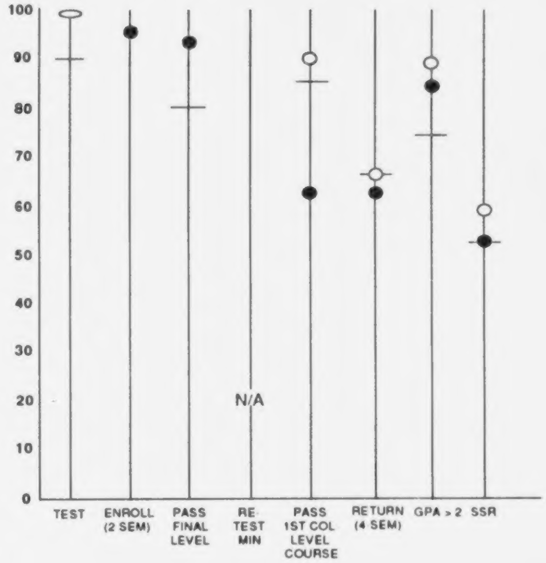
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY — PROVISIONAL STANDARD OF PERFORMANCE

⬭ STUDENTS TESTED

● REMEDIAL STUDENTS

○ NON-REMEDIAL STUDENTS

N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	20
WRITING	0
COMPUTATION	8
ELEMENTARY ALGEBRA	1

KEAN COLLEGE OF NEW JERSEY

Policy Administration

Kean College tested 97% of its full-time and 80% of its part-time students in 1984, and similar testing rates were reported for the previous cohort. The testing rate for full-time students satisfied the Board of Higher Education's minimum testing requirement whereas the part-time rate did not.

Of the full-time students who were identified as needing remedial instruction in reading and in writing, 96% and 99% respectively had enrolled in the appropriate remedial courses within two semesters; both rates met the Board's minimum enrollment standard for full-time students. The college did not offer separate remedial courses in computation. Ninety-five percent of the full-time students who were identifed for remedial algebra enrolled in elementary algebra courses within two semesters (a two-semester enrollment standard for algebra has not been set).

In writing, there were no remedial students present in the fourth semester who had not enrolled in a remedial writing course. Five full-time students still needing remediation in reading and eight still needing remediation in elementary algebra were present in the fourth semester. Each of these fourth-semester figures met the provisional standard.

Remedial Areas

Reading

Placement Criteria. Kean College used the Nelson-Denny test for placement in reading and the NJCBSPT-RC only for confirmation. Thus the institution did not use the NJCBSPT-RC as its primary placement instrument in reading and was alone among colleges in the state in this practice. The criterion used was a 12.5 grade equivalent score on the Nelson-Denny test. It would have been useful to know the NJCBSPT-RC equivalents of this placement criterion, but these were not provided. Twenty-seven percent of the full-time and 40% of the part-time students were identified for reading.

Remedial Course Outcomes. Of the students enrolled in the final-level remedial course, 85% of the full-time and 90% of the part-time students passed; both rates met the provisional standard. Ninety-seven percent of the students who passed the final-level remedial course in reading attained the college's minimum score on the Nelson-Denny retest. However, retest results, rather than being restricted to the cohort of interest, included data for students from additional cohorts who happened to be taking the remedial course concurrently with students from the 1984 cohort. Hence the college did not fulfill the guidelines of the Basic Skills Council.

Subsequent Academic Performance. The passing rate in the first (subsequent) college-level course for remediated students was similar to that for the students who did not need remediation (85% vs. 87%), which met the provisional standard. The percentage of remediated students with a cumulative GPA of "C" or above (65%) was 15 percentage points lower than the rate for those who did not need remediation (80%); the difference, though it met the provisional standard, reflected a decline in relative performance from the six percentage-point difference reported for the previous cohort.

Remediated students returned in the fourth semester at a higher rate (74%) than non-remedial students (65%), which met the provisional standard. The SSR for remediated students (48%) was four percentage points lower than that for the non-remedial students (52%), which met the provisional standard. Note, however, that remediated students in the 1983 cohort had a higher relative SSR than non-remedial students (58% vs. 54% respectively).

In summary, Kean's remedial reading program exhibited signs of effectiveness: the high remedial course passing rate, the high percentage of students (albeit of mixed cohorts) who reached the college's minimum level on the retest, and the comparable performance of non-remedial and remediated students in the first (subsequent) college-level course. Nevertheless, in the absence of a fully interpretable placement criterion, these positive signs were also difficult to interpret. Further, results on the GPA and SSR indicators had declined relative to the previous cohort.

Writing

Placement Criteria. The college used as its placement criteria an NJCBSPT-Essay score of 8, or an Essay score of 7 with a score of 166 on the NJCBSPT-SS. These criteria met the provisional standard (and the NJCBSPT-SS criterion was five points above it). Thirty-four percent of full-time and 38% of part-time students were identified for remedial instruction in writing.

Remedial Course Outcomes. The passing rate for full-time students in the final-level remedial course was 88%, an improvement over the 75% reported for the previous (1983) cohort. Part-time students passed at a rate of 84% (80% in 1983). Both passing rates met the provisional standard. The retest data were not limited to the 1984 cohort; hence the college did not fulfill the guidelines of the Basic Skills Council. In addition, retest results were reported for two different minimum scores on a locally developed essay. When a score of "8" was employed, 67% of the students who passed the course reached the minimum. Similarly, a score of "7" yielded 88% reaching the minimum. Neither score can be related clearly to the NJCBSPT-Essay placement criterion.

Subsequent Academic Performance. The passing rate for remedial students in the first (subsequent) college-level writing course was 13 percentage points lower than the rate for the non-remedial students (76% vs. 89% respectively). The difference did not meet the provisional standard and represented a decline in performance from the previous cohort.

The percentage of remediated students with a cumulative GPA of "C" or above was 20 percentage points lower than that of the non-remedial students (64% vs. 84%), which did not meet the provisional standard. Moreover, the performance of remediated students in this respect had dropped considerably from the previous cohort (64% in 1984 vs. 72% in 1983). Performance declines of this magnitude within such a short period of time warrant investigation by the college.

Remediated students as a group returned in the fourth semester at a higher rate than non-remedial students (76% vs. 64% respectively), which met the provisional standard. The remediated students had an SSR that was six percentage points below that of the non-remedial students (48% vs. 54% respectively), which met the provisional standard.

The writing program exhibited mixed signs of effectiveness. The poor relative performance of remediated students in the first (subsequent) college-level writing course and the decline in GPA results for this group may stem from the number of students who completed the remedial writing course without demonstrating minimum proficiency on the institution's retest.

Computation

Kean College did not offer remedial courses in computation. The college might reexamine how it meets the needs of students who arrive underprepared in basic mathematics.

Elementary Algebra

Placement Criteria. For non-math majors, the college used as its remedial placement criterion an NJCBSPT-EA score of 168, which met the provisional standard. A lower score, 164, was used as the criterion for students in math-related curricula; however, all such students who scored below 175 on the NJCBSPT-EA were required in addition to take intermediate algebra. These criteria resulted in the remedial identification of 38% of the full-time and 67% of the part-time students. The two sets of criteria and the fact that some students took an additional algebra course but were not followed separately made interpretation of the outcomes for this cohort problematic.

Remedial Course Outcomes. The remedial course passing rate for the full-time students was 79%, an improvement over the passing rate of 70% reported for the previous (1983) cohort. Similarly, part-time students passed at a rate of 73% (vs. 64% in 1983). Nonetheless, both rates missed the provisional standard of 80% The college used a local test for retesting, and in the absence of any information on its equivalency with the NJCBSPT-EA, it was difficult to interpret the fact the 84% of the remediated students reached the college's minimum score. Moreover, these retest results were not restricted to the Fall 1984 cohort; hence the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. The passing rate for the remediated students in the first (subsequent) college-level math courses (60%) was 21 percentage points lower than the rate for the non-remedial students (81%). This difference did not meet the provisional standard and also reflected a decline in remediated student performance of 11 percentage points in one year's time. This sharp drop in performance between two successive cohorts is cause for concern. Seventy-one percent of the remediated students had a cumulative GPA of "C" or above as compared to 80% of the non-remedial students; the nine percentage point difference between the two groups met the provisional standard.

Remediated students as a group had a higher fourth-semester retention rate than the non-remedial students (72% vs. 67% respectively), which met the provisional standard. Largely due to this higher rate of retention, remediated and non-remedial student groups also had comparable SSR's (51% and 54% respectively), which met the provisional standard.

The two sets of placement criteria (with course requirements depending on major) and the uncertainty surrounding interpretation of the retesting results made interpretation of the algebra outcomes difficult. The low passing rate for remediated students in first (subsequent) college-level courses might signal the need for a distinct remedial effort in computation.

Overview

Strengths

The college was successful in testing a high percentage of its full-time students and in promptly placing the students needing remediation into appropriate remedial courses.

In all three areas, remediated students were retained in higher percentages and had higher SSR's than their non-remedial counterparts.

The college had high passing rates in its remedial reading and writing courses. Further, in the case of reading, retest results and the follow-up data on remediated students gave positive signs of the effectiveness of this program.

Areas of Concern

The testing rate for part-time students at Kean College fell short of the Board of Higher Education's requirement. The college should address this shortcoming.

Data on retesting were not restricted to the single cohort of interest, contrary to reporting guidelines of the Basic Skills Council. This made interpretation of these data less precise.

Abrupt downward shifts in remediated student performance between 1983 and 1984 cohorts were uncovered in the course of this review (i.e., GPA & SSR results in the case of reading, GPA results in writing, first college-level course passing rates in writing and in elementary algebra). Reasons for these apparent declines should be investigated by the college.

In writing, the weak performance of remediated students in college-level writing courses (and as measured by the more general GPA indicator) suggests the need to reexamine the writing program at the college.

In algebra, the dual sets of placement criteria, the fact that some students were required to take intermediate algebra but were not followed up separately, and the uncertainty surrounding the retest results all made interpretation of the program outcomes difficult. The weak subsequent performance of remediated students in first college-level math courses would suggest that the local retest instrument (or at least the minimum score used) was inappropriate.

Moreover, the follow-up results in mathematics might signal the need for a distinct remedial effort in computation. The college should reexamine the extent to which its remedial programs are serving the needs of underprepared students in mathematics.

Additional Suggestions for Further Inquiry

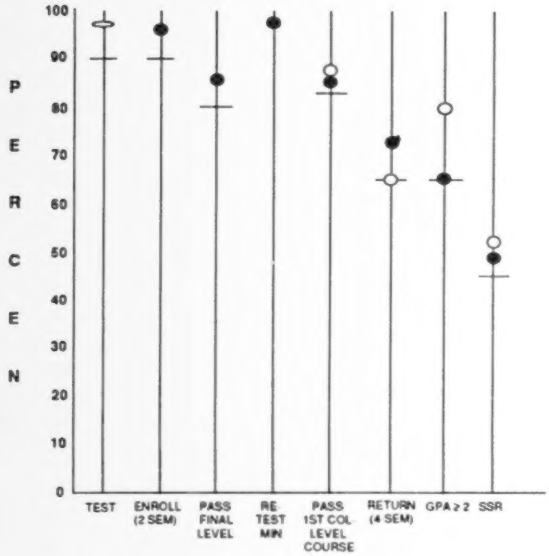
The college might reexamine its use of the Nelson-Denny test for primary placement in reading.

Given that an NJCBSPT-Essay score of 8 was used for writing placement (i.e., in cases where placement was based on the Essay score alone), use of 7 as the minimum score on the retest essay appeared problematical. The college might look into whether this could account for the poor relative performance of writing-remediated students in subsequent college-level courses. In addition, the college might reexamine its use of an essay alone for retesting in writing.

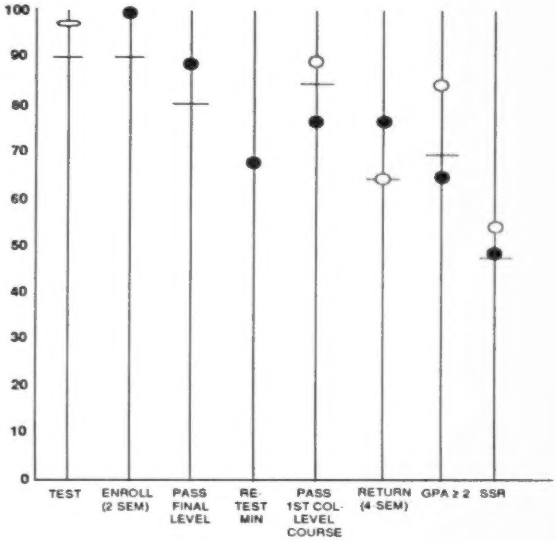
KEAN COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

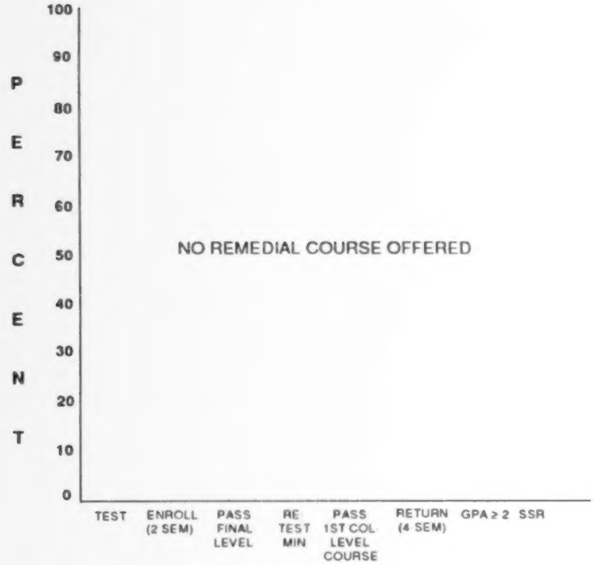
READING



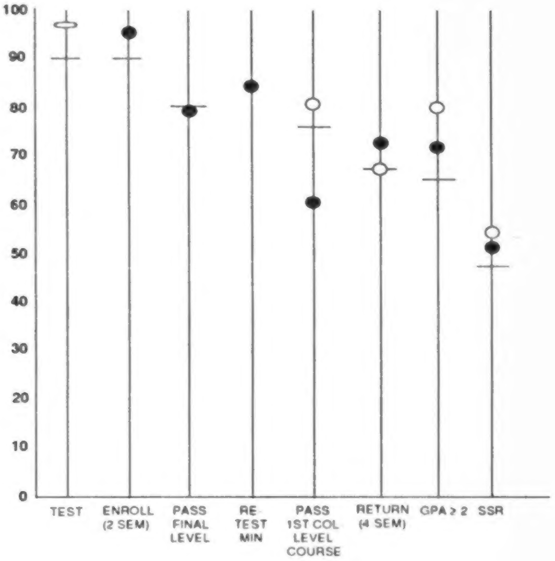
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY — PROVISIONAL STANDARD OF PERFORMANCE
⊖ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS	
READING	5
WRITING	0
COMPUTATION	
ELEMENTARY ALGEBRA	8

MONTCLAIR STATE COLLEGE

Policy Administration

Montclair State College tested over 98% of its full- and part-time students in both 1983 and 1984, which satisfied the Board's minimum standard of 90%. In 1984 the testing levels reached 100%. This performance is commendable. Further, Montclair enrolled within two semesters over 90% of full-time students needing remediation in reading (99%), writing (93%) and computation (94%), which met the provisional standard in the three areas. Eighty-three percent of the full-time students who needed remedial algebra were enrolled in appropriate remedial courses within two semesters (no two-semester enrollment standard has been set for algebra). By the fourth semester, only seven identified students in reading, two in writing, three in computation and six in algebra had not yet enrolled in the necessary remedial courses. These numbers all met the provisional standard.

Remedial Areas

Reading

Placement Criteria. In 1984, Montclair State College's cutoff score on the NJCBSPT-RC was 166. This criterion met the provisional standard and was five points above it. At this level, 35% of the full-time cohort and 47% of the part-time group were identified for reading.

Remedial Course Outcomes. Of the students enrolled in reading remediation, 89% of the full-time and 78% of the part-time students passed. The full-time rate met the provisional standard but the part-time rate missed it by two percentage points. No data were presented on retesting; thus, the institution did not fulfill the reporting guidelines of the Basic Skills Council.

Subsequent Academic Performance. Students who completed remediation in reading passed their subsequent college-level course at the same rate (99%) as those who did not need remediation, which met the provisional standard. These passing rates were unusually high. The college-level course used for this comparison was Introduction to Literature. The percentage of remediated students with GPA's of "C" or above was lower (77%) than that for non-remedial students (92%) but met the provisional standard.

Seventy-five percent of the students who needed and completed remediation returned for the fourth semester, compared to 73% of the non-remediated students (which met the provisional standard). The remediated students as a group exhibited an SSR of 58%, compared to 67% for the non-remedial students; the difference did not meet the provisional standard. The difference between the two student groups in GPA's at or above "C" (noted above) accounted for the difference in the SSR's.

Writing

Placement Criteria. The cutoff score used in writing, an NJCBSPT-Total English score of 160, was inconsonant with the provisional standard and below the level recommended by the Basic Skills Council. At this level, only 15% of the full-time students and 23% of the part-timers were identified for remediation.

Remedial Course Outcomes. Of the 204 full-time students enrolled in the final level of remediation, 95% passed the course. Eighty-six percent of the part-time students passed it as well. Both passing rates met the provisional standard. No retest data were provided; therefore, the institution did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. The difference in the first (subsequent) college-level writing course passing rates between students who completed remediation and those who did not need it was negligible (98% vs. 99.5%), which met the provisional standard. These passing rates were unusually high, and similar results were reported for the 1983 cohort as well. However, the difference in GPA percentage at or above "C" (66% for remediated vs. 90% for non-remedial students) did not meet the provisional standard.

In contrast to the pattern in the other skill areas, students who completed writing remediation were retained at a lower rate (66%) than those who did not need remediation (72%); hence the difference did not meet the provisional standard. Similarly, the remediated students "survived successfully" at a rate 21 percentage points below that of the non-remedial students (44% vs. 65%), which did not meet the provisional standard.

Computation

Placement Criteria. In 1984, Montclair State College used two different cutoff scores on NJCBSPT-MC for placement in computation: a score of 161 for students in math-related majors (which did not meet the provisional standard) and 165 for all others (which met the provisional standard). As a result, 17% of the full-time students and 40% of part-timers were identified for remediation in computation.

Remedial Course Outcomes. Ninety-one percent of the full-time and 85% of the part-time students who enrolled in computation passed the final-level course; both passing rates met the provisional standard. Although the college apparently administered retests, no data were provided on this testing effort. Thus, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Remediated students passed subsequent college-level courses at the same rate (99%) as non-remediated students, which met the provisional standard. These passing rates were unusually high. Although 70% of the remediated students received a GPA of "C" or better, this was 20 percentage points below the rate for the non-remedial group (90%) and thus did not meet the provisional standard.

Retention rates were favorable for the remediated group (74%) as compared to the non-remedial students (72%) and met the provisional standard. However, the remediated group had an SSR of 52% compared to 65% for the non-remedial group; the difference did not meet the provisional standard.

Elementary Algebra

Placement Criteria. Montclair used two different cutoffs on the NJCBSPT-EA to determine remedial placement in algebra: a score of 172 was used for math and math-related majors and a score of 176 was used as the cutoff for all other majors. Both scores met the provisional standard (and were five to nine points above it). Fifty-seven percent of the full-time students and 88% of the part-timers were identified for remediation in elementary algebra.

Remedial Course Outcomes. The passing rate in remedial algebra was 85% for the 1984 cohort, which represented a decline of 13 percentage points from the 1983 rate.

Part-time students passed at a rate of 84% (85% for the 1983 cohort). Both full and part-time passing rates met the provisional standard. Although the institution apparently conducted retesting in its algebra classes, no data were provided; hence, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Over 99% of both the remediated group and the non-remedial group passed a subsequent course in mathematics, which met the provisional standard. These passing rates were unusually high, and similar results were reported for the 1983 cohort. The percentage of students with GPA's at or above "C" was lower for the remediated group (82%) than for the non-remedial group (93%), but the difference met the provisional standard.

Fourth-semester retention rates were higher for the remediated group (80%) than for the non-remedial group (74%) and thus met the provisional standard. The SSR's for the two groups differed only slightly (65% for the remediated group vs. 69% for the non-remedial students) and met the provisional standard.

Overview

Strengths

Montclair State College is to be commended for its consistently high testing rates for both full- and part-time students.

Similarly, the college succeeded in enrolling almost all of its full-time students in appropriate remedial courses within the first two semesters.

Retention rates at the college were high for both the remediated students and those who did not need remediation. In all areas except writing, remediated students were retained in higher percentages than non-remedial students.

Areas of Concern

No data were furnished on retesting in any skill area, despite the availability of such data for the previous (1983) cohort. The absence of retest data made it difficult to interpret the unusually high passing rates in all remedial and first (subsequent) college-level courses.

The college used a placement criterion for writing that was below the level recommended by the Basic Skills Council.

Results for the writing program at Montclair State College were mixed; nevertheless, this program appeared to warrant attention. For example, the college should investigate why students who completed the remedial program were not retained at a rate at least comparable to the non-remedial students.

Additional Suggestions for Further Inquiry

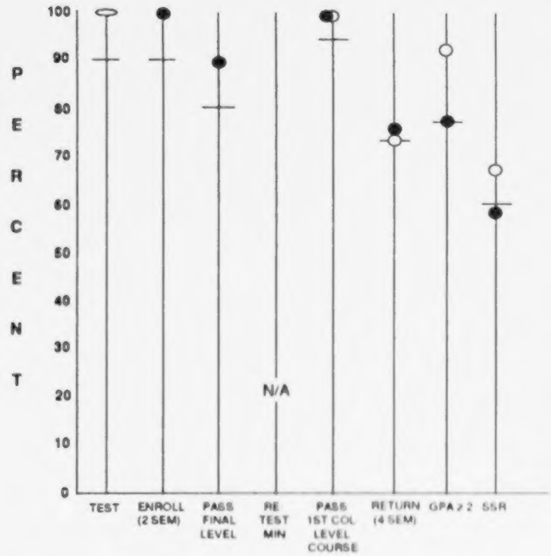
The college might explore the records of those students who were retained without completing remediation in reading. Although the number was small (21 in 1984), these students showed outcomes similar to the remediated students on many of the effectiveness indicators. The college might investigate the circumstances which helped such reading-deficient students pass college-level courses.

The college might examine the passing rates of non-remedial and remediation-completed students in courses other than English composition that rely heavily on writing.

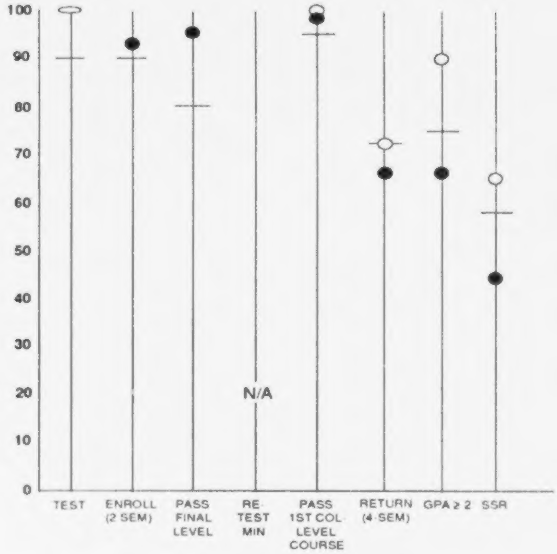
MONTCLAIR STATE COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

READING



WRITING



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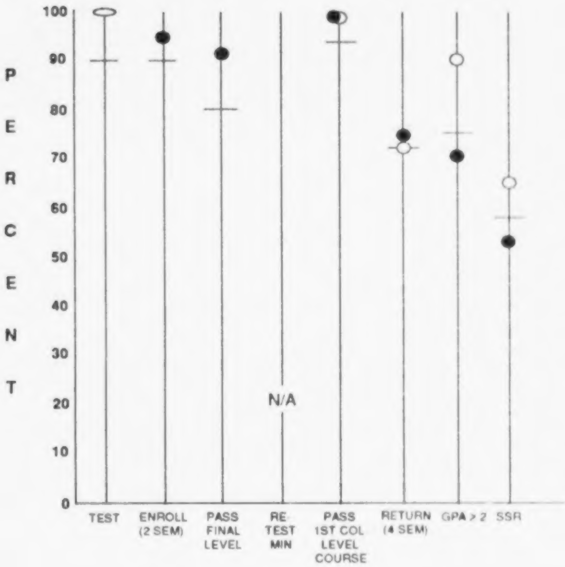
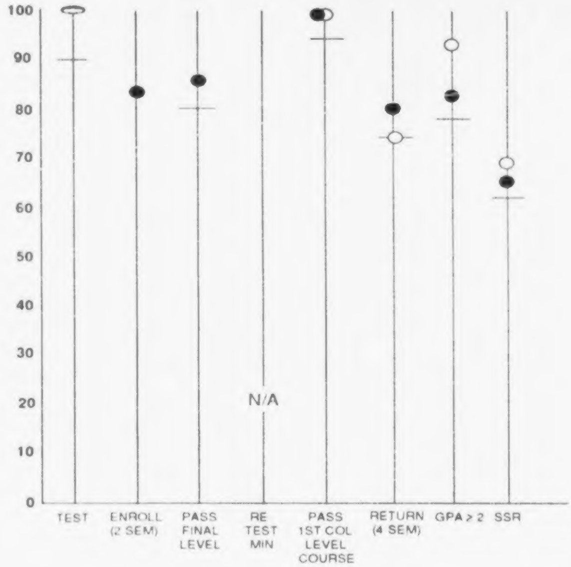


ELEMENTARY ALGEBRA



KEY — PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD < 10 STUDENTS

READING	7
WRITING	2
COMPUTATION	3
ELEMENTARY ALGEBRA	6

RAMAPO COLLEGE OF NEW JERSEY

Policy Administration

Ramapo increased its testing rate of full-time students from 91% in 1983 to 100% in 1984. This performance is commendable. Testing of part-time students, however, slipped from 90% (N=46) in 1983 to only 46% (N=49) in 1984. The 1984 testing rate for part-time students did not meet the Board's minimum requirement of 90%.

The college enrolled within two semesters 87% of the full-time students who needed reading, 82% of those needing writing, and 78% of those needing computation. The Board's two-semester minimum enrollment expectation of 90% was not met in any of these skill areas. Fifty-seven percent of the full-time students who needed remedial algebra were enrolled in remedial courses within two semesters (no two-semester enrollment standard has been set for elementary algebra). By the fourth semester, all but four or fewer students per skill area who needed remediation and were still at the college had begun the necessary remedial courses. Therefore, the college met the provisional standard for numbers of students present in the fourth semester but not yet enrolled in remediation.

Remedial Areas

Reading

Placement Criteria. In 1984, Ramapo used a score of 168 on NJCBSPT-RC. This criterion met the provisional standard and was seven points above it. This resulted in 54% of full-time and 47% of part-time students being identified for remediation.

Remedial Course Outcomes. Of the 116 full-time students enrolled in the final level of reading, 82% passed the course. In addition, 70% of the part-time students (N=10) passed the final level. The full-time rate met the provisional standard but the part-time rate did not. However, the latter was based on a very small number of students. Of the students who passed the course, 73% achieved the college's minimum score on the retest. The retest percentage was an improvement from the 45% reported for the 1983 cohort.

Subsequent Academic Performance. In the first (subsequent) college-level course, 91% of the remediation-completed students passed compared to 96% of the non-remedial students. The passing rates for both groups were high and the difference between them met the provisional standard. Seventy-one percent of the remedial completers had GPA's at or above "C," compared to 81% for the non-remedial students, which met the provisional standard.

The retention of completers (88%) greatly exceeded that of the non-remedial students (42%) and thus met the provisional standard. It should be noted that this non-remedial retention rate is quite low. In a reversal of the typical pattern, the SSR of the completers (62%) exceeded that of the non-remedial students (34%), which met the provisional standard. This reversal was due at least in part to the low retention of the non-remedial comparison group. Nevertheless, the reading program displayed positive results on several of the "non-retention based" indicators.

Writing

Placement Criteria. Ramapo used an NJCBSPT-Essay score of 8, below which students were placed into remedial writing, which met the provisional standard. This resulted in 50% of full-time and 47% (N=23) of part-time students being identified for remediation.

Remedial Course Outcomes. Seventy-seven percent of the full-time students and 78% of the part-time students passed the final level of writing remediation. Both rates did not meet the provisional standard. No retest data were provided; thus, the college did not fulfill the Council's reporting guidelines for this skill area.

Subsequent Academic Performance. In the first (subsequent) college-level writing course, remedial completers and non-remedial students passed at nearly the same rates (91% and 96% respectively), which met the provisional standard. The passing rates for both groups were high. As to the percentages of students with GPA's at or above a "C," however, the completers (68%) did not perform as well as the non-remedial students (84%), and the difference missed the provisional standard by one percentage point.

As in the reading area, the fourth-semester retention rate of the completers (75%) exceeded that of the non-remedial students (48%) by a wide margin (and met the provisional standard). Similarly, the typical SSR pattern was reversed: the SSR for completers (51%) exceeded that for the non-remedial students (41%), which met the provisional standard. Note that the interpretation of the retention and SSR indicators was clouded by the low retention rate of the non-remedial comparison group. This combined with the absence of retest data made analysis of this program's effectiveness problematic.

Computation

Placement Criteria. Ramapo's placement criterion was an NJCBSPT-MC score of 169, which met the provisional standard and was four points above it. It resulted in 20% of full-time and 33% (N=16) of part-time students being identified for remediation.

Remedial Course Outcomes. Of the 59 full-time students enrolled in the course, 66% passed, and both part-time students (N=2) passed. The full-time rate did not meet the 80% provisional standard. On the retest, 100% of the students who passed the course reached the college's minimum score.

Subsequent Academic Performance. In the first (subsequent) college-level math course, 71% of the computation completers passed, compared to 92% of the non-remedial students. The difference did not meet the provisional standard. Only seven remedial completers, however, comprised the follow-up group; consequently, the sample may not have been representative of the computation-completers as a whole. In terms of GPA's at or above a "C," the performance of the completers (63%) was only 14 percentage points below that of the non-remedial students (77%), which met the provisional standard.

The retention rates fit neither the pattern of other skill areas at Ramapo nor that of typical programs throughout the state. Remediated students returned in the fourth semester at a rate of 33% compared to 64% for the non-remedial students. This did not meet the provisional standard. Moreover, the large difference in retention rates should be of great concern to the college. Not surprisingly, therefore, the SSR for completers (21%) was not even half that for the non-remedial students (50%), which did not meet the provisional standard.

In conclusion, all indicators of academic performance except the GPA indicator did not meet the applicable provisional standard, despite the high retest results. These results warrant attention by the college.

Elementary Algebra

Placement Criteria. Ramapo placed students into remedial algebra if they had NJCBSPT-EA scores below 178; this met the provisional standard and was 11 points above it. Fifty-seven percent of full-time students and 47% of part-time students were identified for remediation. Note, however, that the college identified 94% of its full-time students for remediation in 1983, and with a lower placement criterion in effect (i.e., NJCBSPT-EA 175). This anomaly was not explained.

Remedial Course Outcomes. The remedial algebra course was passed by 75% of full-time students and 43% (N=7) of part-time students. Neither rate met the provisional standard. However, of those who passed the course, 100% attained the college's minimum score on the retest.

Subsequent Academic Performance. Algebra completers passed their subsequent college-level math course at a rate (89%) below that of non-remedial students (96%), which missed the provisional standard by two percentage points. Nevertheless, these passing rates were high. In the percent GPA at or above "C," the remediated students (71%) did not fare as well as the non-remedial students (90%), and the difference did not meet the provisional standard.

The retention rate for algebra-remediated students (88%) was strikingly higher than that of non-remedial students (22%), which met the provisional standard. Thus, the SSR of the remedial completers (50%) exceeded that of the non-remedial students (20%), which met the provisional standard and was 37 percentage points above it.

The algebra program presented mixed results. Retest results and fourth-semester retention were high but the percent GPA at or above "C" for the completers did not fall within the provisional standard. Although the passing rates in the subsequent college-level math course did not meet the provisional standard, it should be kept in mind that non-remedial students performed so well in this course (96% passed) that the comparison with remediation-completed students may not have yielded a fruitful criticism.

Overview

Strengths

The testing rate for full-time students was at 100%. This performance is commendable. Further, the college succeeded in enrolling in remedial courses (all areas) within four semesters almost all identified students who were present.

The retention rates and SSR's of remediated students in reading, writing and algebra exceeded those of the non-remedial students. It should be kept in mind, however, that retention rates for the non-remedial comparison groups were quite low.

One hundred percent of the students who passed the final-level computation and elementary algebra courses reached the college's minimum on the retest.

Over 90% of the students who completed remediation in reading and in writing passed their first (subsequent) college-level course.

Areas of Concern

Testing of part-time students lagged behind the Board's minimum requirement; less than half (46%) of the 49 part-time students were tested. The college should address this administrative shortcoming.

While only a few students were present at the fourth semester who had not yet begun their needed remedial work, too many students had not enrolled by the two-semester point. Ramapo should develop appropriate administrative procedures to ensure the timely enrollment of students in the necessary remedial courses.

The percentage of students identified for algebra remediation dropped inexplicably from 94% in 1983 to 59% in 1984, despite upward movement in the placement cutoff score used.

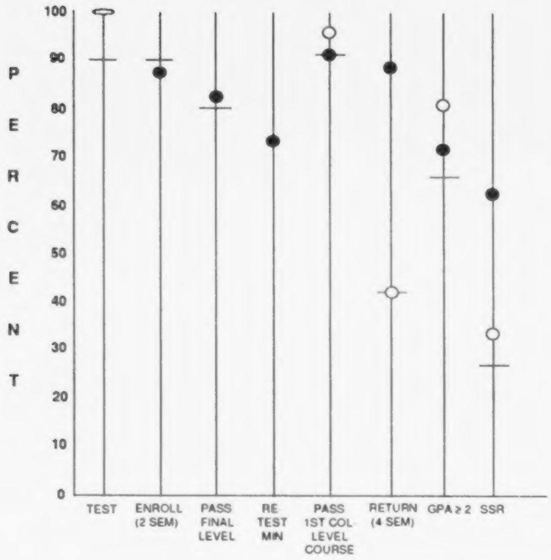
The computation skill area appeared to warrant attention by the college. Moreover, the relatively poor retention of remedial completers in computation should be of great concern to the college.

While retest data were submitted for the reading and mathematics areas, none were given for writing. The absence of these data made it difficult to assess the effectiveness of the writing program.

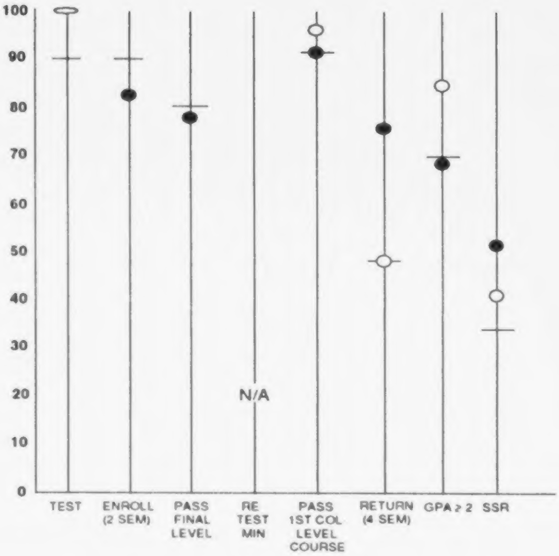
RAMAPO COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

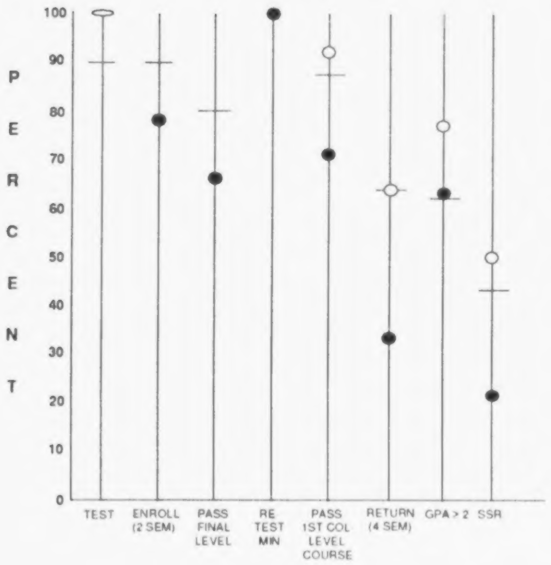
READING



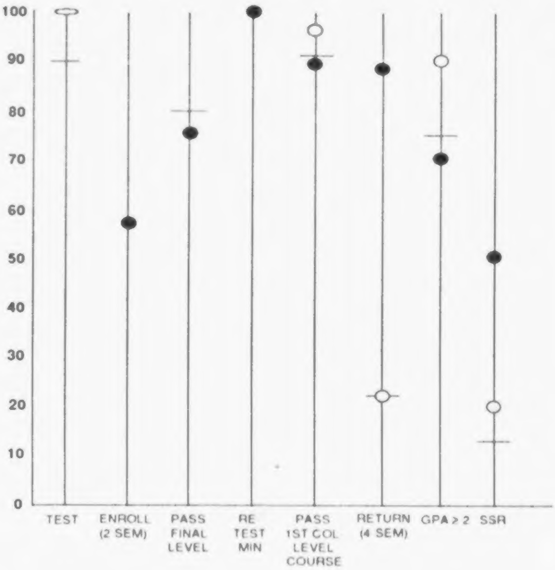
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	2
WRITING	4
COMPUTATION	3
ELEMENTARY ALGEBRA	4

RICHARD STOCKTON STATE COLLEGE

Policy Administration

Richard Stockton State College tested all but one of its 721 full-time students (99.8%) and 100% of its 17 part-time students in 1984, which satisfied the Board's minimum testing standard of 90%. Testing rates of 100% were reported in 1983 as well. This performance is commendable. Similarly, for at least two consecutive years, all students (100%) who were identified for basic skills courses at Stockton were enrolled in the necessary courses within two semesters, and these rates met the Board's minimum enrollment standard for full-time students. Note that the college's policy was that students "must demonstrate [basic skills] competency by the end of their first academic year at Stockton or face dismissal from the college." Consequently, no identified, full-time students who had not yet taken the necessary developmental courses remained in the fourth semester (which met the provisional standard).

Stockton's basic skills (BASK) curriculum was structured differently than at other colleges. Apart from the "College Writing" (BASK 1101) course, each of the two other courses, both in title and in content, fit only loosely into one of the Council's named skill areas. A "Study Skills and Critical Thinking" course (BASK 1102--see Reading, below) combined instruction in argument and logic, time organization, preparation of assignments, note taking, study skills and critical reading. "Quantitative Reasoning" (BASK 1103--see Computation, below) concentrated on computational skills, basic geometry, some algebra and statistics, and quantitative applications drawn from various content areas. A separate remedial algebra course was not offered.

Students who failed any BASK course were required "to demonstrate competency by the end of their second semester by receiving satisfactory scores on the appropriate section(s) of the NJCBSPT." To prepare for this final competency exam, such students were "strongly encouraged to use the tutorial services available at the Skills Center." A central assumption underlying Stockton's BASK curriculum was that "success depends upon how the program is perceived by students, faculty, and administrators" and therefore "it must be embedded as deeply as possible into the college experience." As a logical consequence, the college awarded "full academic credit" for each of the BASK courses.[1]

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[1] *In 1986, Chancellor Hollander appointed a panel of consultants to examine whether the awarding of graduation credits for BASK courses was in keeping with Board of Higher Education policy. Based on a review of extensive course material, the consultants concluded that "the content of BASK 1101 (College Writing) and BASK 1102 (Critical Thinking) justifies the graduation credits each of those courses carries; however, BASK 1103 (Quantitative Reasoning)...should not carry graduation credit." The college accepted these and other recommendations and has since revised its mathematics curriculum.*

Remedial Areas

Reading (Study Skills and Critical Thinking)

Placement Criteria. A combined raw score (sum) of 64 (out of 85 possible) on the NJCBSPT-RC and -SS was the criterion used for placement into BASK 1102. The institution's use of raw scores in its placement algorithm was problematic, since only scaled scores are interpretable from year to year (i.e., raw scores may shift with each new form of the test). In 1984, 42% of the full-time and 12% of the part-time students were identified for this course.

Remedial Course Outcomes. Of those who took the course, 93% of the full-time students and both part-time students (100%) passed; the rates met the provisional standard. These data included students who failed the actual course but then passed the second-semester competency exam. Students were retested with the Nelson-Denny test. Although Stockton furnished partial retest data, the percentage of passing students who attained the college's minimum score on the retest was not given; hence the college did not fulfill the guidelines of the Basic Skills Council.

Subsequent Academic Performance. Ninety-five percent of the remedial completers who enrolled in the first (subsequent) college-level course passed it, as compared to 92% for the non-remedial students; the difference met the provisional standard and was a reversal of the typical pattern. These passing rates were high. Further, the college-level course passing rate for remediated students was an improvement over that reported for the 1983 cohort (86%). Seventy-four percent of the remediated students had cumulative GPA's at or above "C" compared to 86% for the non-remedial students; the difference of 12 percentage points met the provisional standard. These GPA percentages (both groups) surpassed the 1983-cohort levels (69% and 84% respectively).

The retention rate at four semesters for remediation-completed students (78%) exceeded that of the non-remedial students (69%), which met the provisional standard. Remedial completers as a group had an SSR of 57%, compared to 59% for the non-remedial students; the difference met the provisional standard.

Writing

Placement Criteria. All students whose NJCBSPT-Essay scores fell below 7 were placed into the BASK writing course. In addition, those students whose Essay scores equaled 7 were placed in if their combined raw scores on the NJCBSPT-RC and -SS totaled 64 or greater (out of a possible 85). Hence the primary criterion for most students was an Essay score of 8 (which met the provisional standard) Note, however, that students with Essay scores equal to 7 and combined raw scores of 63 or less on -RC and -SS were placed into a writing-intensive section of "Study Skills and Critical Thinking" and were not required to take the BASK writing course. In the absence of any descriptive information and separate follow-up data, it was impossible to ascertain the degree to which students who enrolled in this special section were given the writing help they needed.

The college's use of raw scores was problematic, since only scaled scores are interpretable from year to year (i.e., raw scores may shift with each new form of the test). Fifty-five percent of the full-time students and 41% of the part-time students (n=17) were identified for the BASK writing course.

Remedial Course Outcomes. Ninety-three percent of the full-time enrollees and all (100%) of the seven part-time enrollees passed the remedial writing course; both rates met the provisional standard. These data included students who failed the actual course but then passed the second-semester competency exam. Retesting was conducted using a locally developed essay test but only partial data were provided (missing was the percentage of passing students who attained the college's minimum score on the retest). Thus, the college did not fulfill the guidelines of the Basic Skills Council.

Subsequent Academic Performance. Remedial completers passed the first (subsequent) college-level course at a rate of 92%, almost identical to the rate for the non-remedial students (93%); the difference met the provisional standard. These passing rates were high. Seventy-seven percent of the remediated students had GPA's at or above "C," compared to 85% for the non-remedial students; the difference of eight percentage points met the provisional standard.

Rates of retention through the fourth semester were essentially the same for the two study groups (which met the provisional standard): 74% for completers of the BASK writing course and 73% for non-remedial students. The difference of five percentage points in SSR between the remedial completers (57%) and the non-remedial comparison group (62%) met the provisional standard.

Computation (Quantitative Reasoning)

Placement Criteria. The placement criterion used, a raw score of 22 on the NJCBSPT-MC (approximately equivalent to a scaled score of 169) met the provisional standard and was four scaled-score points above it. However, the college's use of raw scores was problematic, since only scaled scores are interpretable from year to year (i.e., raw scores may shift with each new form of the test). Of the students who were tested, 37% of the full-time and 24% (n=17) of the part-time students were identified for "Quantitative Reasoning."

Remedial Course Outcomes. Ninety percent of the full-time enrollees and all (100%) of the four part-time enrollees passed the remedial course. Both rates met the provisional standard. These data included students who failed the actual course but then passed the second-semester competency exam. A variety of "retest" instruments were used, including the California Achievement Test, the NJCBSPT-EA and -MC. Sixty-four percent of the students who passed the course attained the college's minimum score on the NJCBSPT-MC.

Subsequent Academic Performance. Of the remedial completers who went on to the first (subsequent) college-level course, 89% passed. This passing rate was seven percentage points lower than the rate for the non-remedial students who took the same course (96%); the difference did not meet the provisional standard. It should be kept in mind, however, that the non-remedial students performed so well in this course that the comparison with remediation-completed students may not have yielded a fruitful criticism. In addition, the course used in this follow-up analysis was "Information Systems and Programming"; passing rates likely were not as reflective of the need for quantitative skills as those in a bona fide mathematics course would have been.

Seventy percent of the remedial completers had cumulative GPA's at or above a "C," compared to 87% of the non-remedial students. The 17 percentage-point differential between the two groups did not meet the provisional standard.

Among the students who completed remediation in computation, 77% returned in the fourth semester. Seventy-one percent of the non-remedial students returned, and the difference met the provisional standard. The SSR for remedial completers was 54%, compared to 62% for the non-remedial comparison group; the difference of eight percentage points missed the provisional standard by one percentage point.

Elementary Algebra

The college did not offer a separate remedial course in elementary algebra (see "Quantitative Reasoning"). Of interest, however, students who passed the "Quantitative Reasoning" course were retested with the NJCBSPT-EA (among other instruments used). The raw mean score reported on this retest, a 12 (n=203) was equivalent to a scaled score of 162-165 (depending on the test form used). This means both that the mean retest score for successful completers of the course was 2-5 scaled-score points below the NJCBSPT-EA placement criterion provisional standard and that it corresponded to the "lack proficiency" category of the Basic Skills Council. This result, albeit based on only a single indicator, would argue that the "Quantitative Reasoning" course was not giving the students an in-depth grounding in elementary algebra. Stockton has since revised its remedial mathematics curriculum (see footnote).

Overview

Strengths

Richard Stockton State College did a commendable job of testing and placing its students in the required remedial courses. The figures for both the 1983 and the 1984 cohorts were consistently high.

In each of the three areas, remediated students returned in the fourth semester in higher percentages than the non-remedial comparison groups.

The "Study Skills and Critical·Thinking" and "College Writing" courses showed positive signs of effectiveness. For instance, on each of the four indicators of subsequent academic performance, the remediated students compared favorably with the non-remedial students. However, the partial retest data made it difficult to interpret these positive signs.

Areas of Concern

The institution should reconsider its non-standard use of NJCBSPT raw scores rather than scaled scores in its placement criteria (all areas).

In two of the areas ("Study Skills and Critical Thinking" and writing), only partial data were submitted on retesting. The lack of key data made it difficult to interpret the unusually high passing rates in the BASK and first (subsequent) college-level courses.

Questions were raised concerning the adequacy of the first (subsequent) college-level course data submitted by the institution. In all three skill areas, data were reported for only a small fraction of the remedial completers. For example, of the 370 full-time students who passed the remedial writing course, results were available for only 128 (35%). Not knowing the fate of the other 242 students and the degree to which the given data were representative complicated interpretation of the unusually high passing rates. In addition, the college should reconsider its choice of college-level follow-up course in mathematics.

The lack of a remedial effort focused on reading skills is of great concern. The college should reexamine how it meets the needs of underprepared students in reading.

Various concerns surfaced about the nature of mathematics remediation at Stockton. The gap in GPA's between non-remedial and remediation-completed students and the suggestive NJCBSPT-EA retesting data pointed to the need for the college to reexamine how well its approach to math remediation was serving its underprepared students. The college has since addressed this problem and has revised its mathematics curriculum.

Additional Suggestions for Further Inquiry

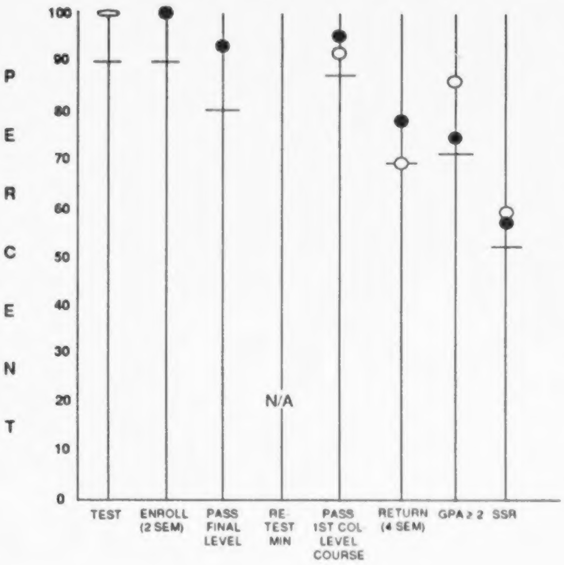
The "one semester only" model of remedial course work followed by (for those who fail on first attempt) one additional semester of independent tutoring would seem to place a heavy burden on student tutors. A follow-up investigation of the students who do not pass the competency exam in the second semester may be instructive for the college.

Stockton might examine the extent to which the "writing-intensive" section of "Study Skills and Critical Thinking" served the writing needs of the small number of students who were placed into it.

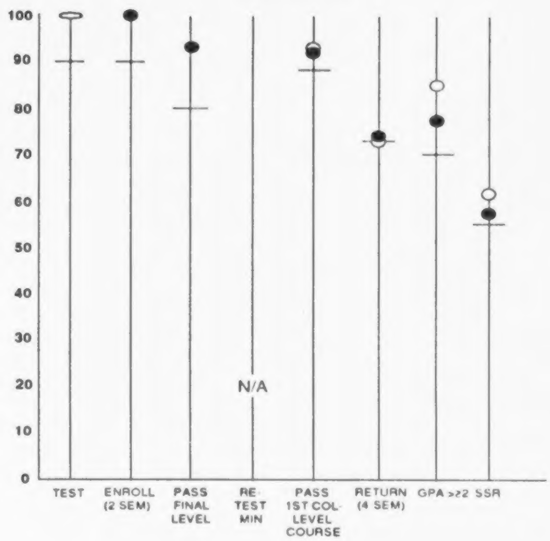
RICHARD STOCKTON STATE COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

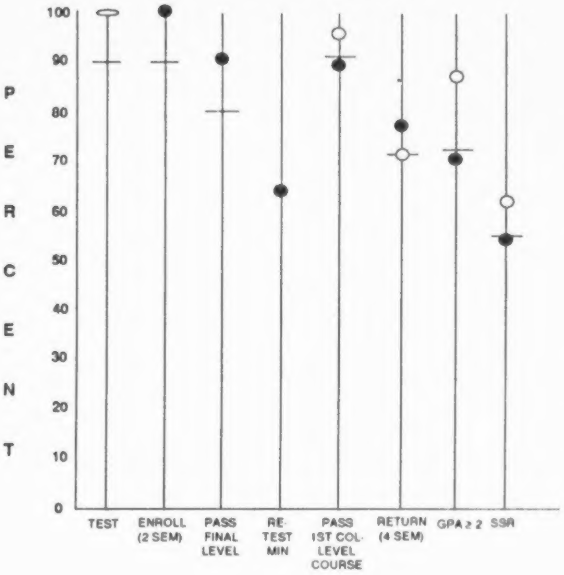
STUDY SKILLS AND CRITICAL THINKING



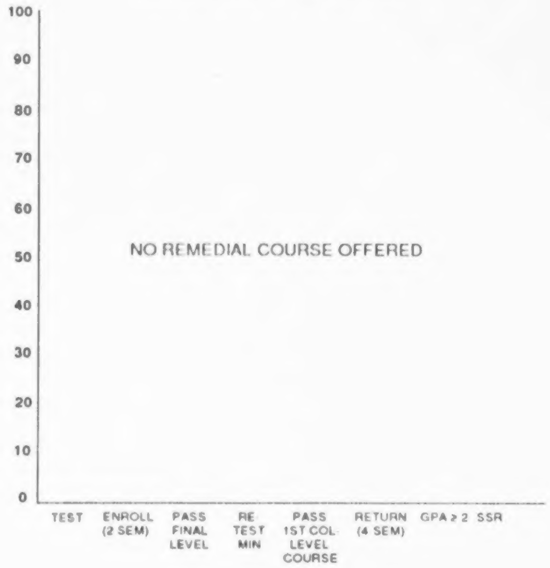
WRITING



QUANTITATIVE REASONING



ELEMENTARY ALGEBRA



KEY
— PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	0
WRITING	0
COMPUTATION	0
ELEMENTARY ALGEBRA	

THOMAS A. EDISON STATE COLLEGE*

Policy Administration

All students in the 1984 cohort were defined by the college as part-time (see footnote). Of the 77 part-time students required to be tested, 90% were tested, which met the Board's minimum requirement. While no provisional standard has been established for the enrollment of part-time students, Thomas Edison enrolled within four semesters 70% (7 of 10) in required reading, 67% (4 of 6) in writing, 71% (10 of 14) in computation, and, 55% (21 of 38) in elementary algebra . Enrollment of these students, by the nature of Thomas Edison college, occurred at other institutions around the state. Only four or fewer part-time students per area who were identified for remediation had not begun the necessary course work by the fourth semester (which met the provisional standard for full-time students; no standard has been set for part-time students). In elementary algebra 17 part-time students were present in the fourth semester without having enrolled in the necessary remedial work (which did not meet the provisional standard for full-time students; no standard has been set for part-time students).

Remedial Areas

All Areas

Placement Criteria. The college set its placement scores at the median of the scores used by the other eight state colleges. This resulted in the following placement criteria: an NJCBSPT-RC score of 165 for reading (which met the provisional standard and was four points above it), an NJCBSPT-SS score of 164 (which met the provisional standard and was three points above it) and an NJCBSPT-Essay score of 7 (which did not meet the provisional standard) for writing, an NJCBSPT-MC score of 166 for computation (which met the provisional standard) and an NJCBSPT-EA score of 176 for elementary algebra (which met the provisional standard and was nine points above it). Application of these criteria resulted in 14% of the students being identified for reading, 9% for writing, 20% for computation and 55% for elementary algebra.

Remedial Course Outcomes. In all four remedial areas, 100% of the students who enrolled in the final level of remediation (N=7, 4, 10 & 21 respectively) passed. No retest results were supplied by the college; courses were taught elsewhere and Edison students were included in the data reported by other colleges.

**Thomas A. Edison State College offers external degrees to mid-career adults. There is no instruction given at the college. Students enroll in classes at other colleges to satisfy remedial and degree requirements. Other procedures for awarding academic credits (e.g., portfolio evaluation and testing) are also used. Students are defined as part-time only. Most students enter the college with at least 30 credit hours from other colleges. Consequently, the majority of the entering students are not, by Board policy, required to take the NJCBSPT. Edison students are included in the data reported by other colleges. In addition, data on academic ("follow-up") indicators for part-time students were not called for in the Basic Skills Council's reporting guidelines. The college's primary responsibilities regarding skills-deficient students are to test, place, and certify completion of necessary remedial courses.*

Subsequent Academic Performance. Results for part-time students were not called for in the Council's reporting guidelines. Further, data for Edison students were included in the statistics reported by other institutions.

Overview

Strengths

Given that the testing of students was conducted on site in Trenton, at many other colleges throughout the state, and also at several out-of-state institutions (there was no residency requirement), the fact that Thomas Edison met the Board's minimum requirement for testing part-time students is especially noteworthy.

No more than four part-time students each in reading, writing, and computation who needed remedial work remained for four semesters without enrolling in the necessary remedial courses.

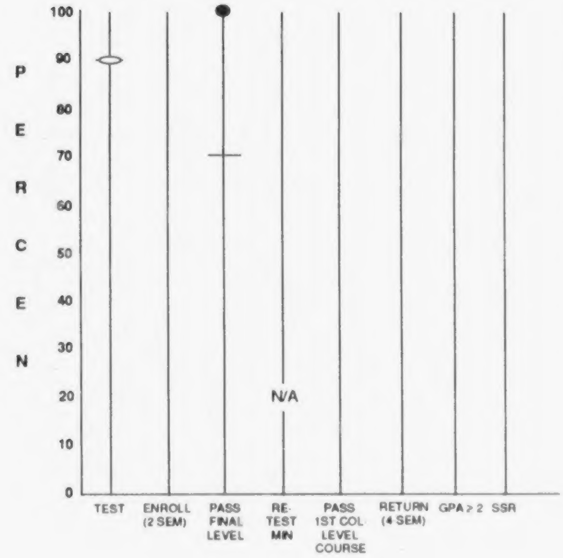
Areas of Concern

Although the numbers of students were small, timely enrollment in needed remedial courses (even though offered "at a distance") should be a priority for this institution. Four-semester remedial enrollments for its part-time adults who needed remediation hovered around 70% in each area except elementary algebra, where it was only 55%. While no provisional standard for part-time students has been set, the college should encourage its algebra-deficient students to enroll in remedial courses as early as possible.

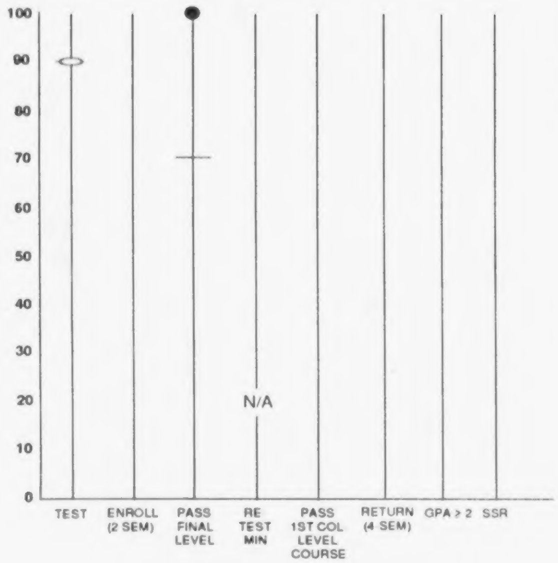
THOMAS EDISON STATE COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

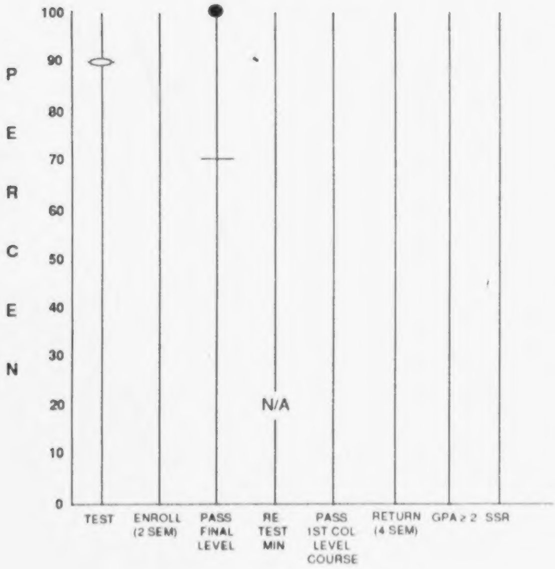
READING



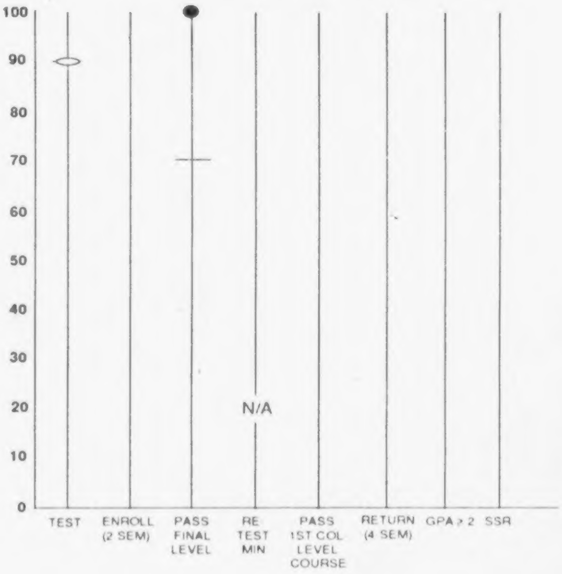
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY
—— PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* COLLEGE'S COHORT CONSISTS OF PART-TIME STUDENTS ONLY

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD < 10 STUDENTS

READING	3
WRITING	2
COMPUTATION	4
ELEMENTARY ALGEBRA	17

TRENTON STATE COLLEGE

Policy Administration

In 1984, Trenton State tested 100% of both its full-time and part-time students, a commendable achievement. The college met the board mandate of enrolling within two semesters at least 90% of full-time students needing remediation in each of the applicable skills areas (reading, 94%; writing, 95%; computation, 97%). Further, 98% of the students identified for remedial algebra were enrolled in algebra courses within two semesters (no two-semester enrollment standard has been set for algebra). Despite these strong two-semester enrollments, however, 14 full-time students identified for reading and 13 full-time students identified for elementary algebra were present in the fourth semester without having begun the required remediation; these numbers did not meet the provisional standard. The college met the fourth-semester provisional standard in writing and computation.

Remedial Areas

Reading

Placement Criteria. The NJCBSPT-RC score below which students at Trenton State were placed into remediation was 166. This met the provisional standard and exceeded it by five points. The criterion resulted in 30% of full-time students and 6% of (the five) part-time students being identified for remediation.

Remedial Course Outcomes. Ninety-three percent of the full-time students and all (of the three) part-time students who enrolled in the final level of remedial reading passed the course, which met the provisional standard of 80%. The retest results showed that 67% of the students who passed the course reached the college's minimum level on the retest.

Subsequent Academic Performance. In the subsequent college-level composition course, the performance of the remediation-completed students (95% passed) was nearly identical to that of the non-remedial students (96% passed) and thus met the provisional standard. The high passing rate for the remediated student in the college-level course was outstanding. Remedial completers returned for the fourth semester at a rate (78%) above that of non-remedial students (76%), which met the provisional standard.

Both the percentages of students with GPA's at or above "C" and the cumulative SSR's, although submitted by the institution, were calculated incorrectly (thus the college did not fulfill the guidelines of the Basic Skills Council). These two indicators, therefore, could not be used in this analysis. Without these data the assessment of the program was incomplete. Nevertheless, passing rates on both remedial and college-level courses as well as retention rates were positive signs.

Writing

Placement Criteria. In 1984, Trenton State used an NJCBSPT-Essay score of seven below which students were placed into writing remediation; this cut off score met the provisional standard. The result was 25% of the full-time students and 6% of the five part-time students were identified for remediation. The criterion had been lowered from a score of eight in 1983.

Remedial Course Outcomes. The final level of writing remediation was passed by 95% of the full-time students and all (of the three) part-timers, which met the 80% provisional standard. In the retest, 67% of the students who passed the course met the college's minimum score.

Subsequent Academic Performance. In the subsequent college-level composition course, 97% of the remedial completers passed, compared to 95% of the non-remedial students, an outstanding performance which met the provisional standard. A higher percentage of remediation completers (77%) returned in the fourth semester than did non-remedial students (74%), which met the provisional standard.

Both the percentages of students with GPA's at or above "C" and the cumulative SSR's, although submitted by the institution, were calculated incorrectly (thus the college did not fulfill the guidelines of the Basic Skills Council). These two indicators, therefore, could not be used in this analysis. As in the reading program, however, the data that were available on passing rates and retention were positive.

Computation

Placement Criteria. Trenton used an NJCBSPT-MC score of 171 (six scaled score points above the provisional standard) as its criterion for placement. As a result, 32% of its full-time students (N=331) and 12% of its part-time students (N=10) were identified for computation remediation.

Remedial Course Outcomes. Of the 321 full-time and eight part-time students in the final level, 81% and 75% respectively passed the course. The rate for the full-time students met the provisional standard but the part-time rate did not (however, the sample size for the latter was low). On the retest, 85% of the students who passed the course reached the college's minimum level.

Subsequent Academic Performance. Students completing computation remediation passed their subsequent college-level mathematics course at a lower rate (85%) than non-remedial students (92%); the difference did not meet the provisional standard. The retention rate of the completers (81%), however, was above that of non-remedial students (75%) and therefore met the provisional standard.

Both the percentages of students with GPA's at or above "C" and the cumulative SSR's, although submitted by the institution, were calculated incorrectly (thus the college did not fulfill the guidelines of the Basic Skills Council). These two indicators, therefore, could not be used in this analysis. Without these data, the assessment of the program was inconclusive.

Elementary Algebra

Placement Criteria. An NJCBSPT-EA cut off score of 176 (nine scaled score points above the provisional standard) was used to place students into elementary algebra remediation at Trenton State. Forty-eight percent of the full-time students (and 12% of part-timers, N=10) were identified for remediation.

Remedial Course Outcomes. Of the 481 full-time students enrolled in the final-level remedial course, 79% passed, while 75% of the part-time students passed (of 8 enrolled). Both percentages did not meet the 80% provisional standard. On the algebra retest, 83% of the students who passed the course attained the college's minimum score.

Subsequent Academic Performance. As in the computation area, the completers had high passing rates in the subsequent college-level math course (87%) but not as high as the non-remedial students (94%); the difference did not meet the provisional standard. The fourth-semester retention rate of the completers (83%) was higher than the non-remedial students (75%) and therefore met the provisional standard.

Both the percentages of students with GPA's at or above "C" and the cumulative SSR's, although submitted by the institution, were calculated incorrectly (thus the college did not fulfill the guidelines of the Basic Skills Council). These two indicators, therefore, could not be used in this analysis. As in the computation area, the data available--first college-level course passing rates and retention--were positive.

Overview

Strengths

The 100% testing rate reported for both full- and part-time students was commendable.

The college succeeded in enrolling within two semesters over 90% of its full-time students in the required remedial courses in all skill areas.

Passing rates in the remedial reading and writing courses were high and were accompanied by equally high passing rates for the completers in their first (subsequent) college-level composition courses.

Fourth-semester retention rates for completers exceeded those of non-remedial students in every skill area.

Areas of Concern

Too many full-time students who had been identified for remediation in reading and algebra were present in the fourth semester without having enrolled in remedial courses.

Data from the college on percent GPA at or greater than "C" and cumulative SSR were incorrectly calculated and consequently had to be omitted from these analyses. Without these data, interpretations of the other indicators for each of the programs were inconclusive.

Additional Suggestions for Further Inquiry

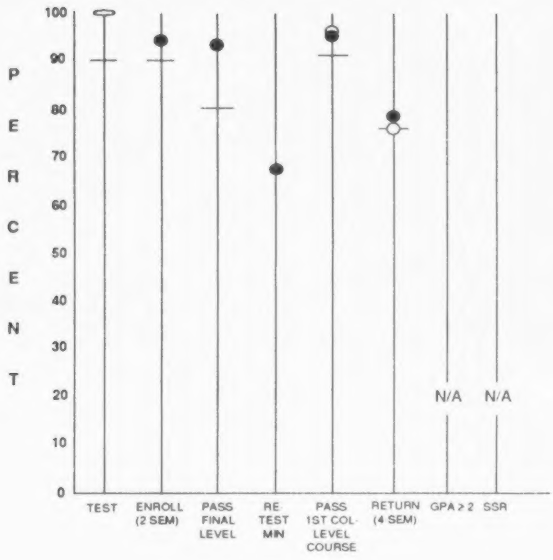
The drop in the NJCBSPT-Essay placement criterion from 1983 to 1984 might be reviewed by the college.

1984-1986

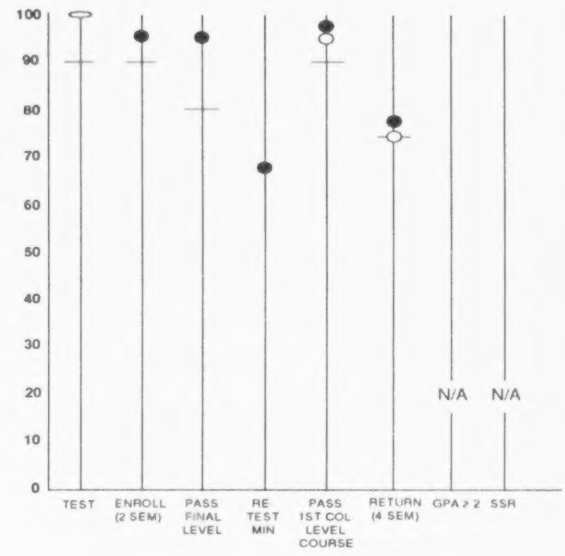
TRENTON STATE COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

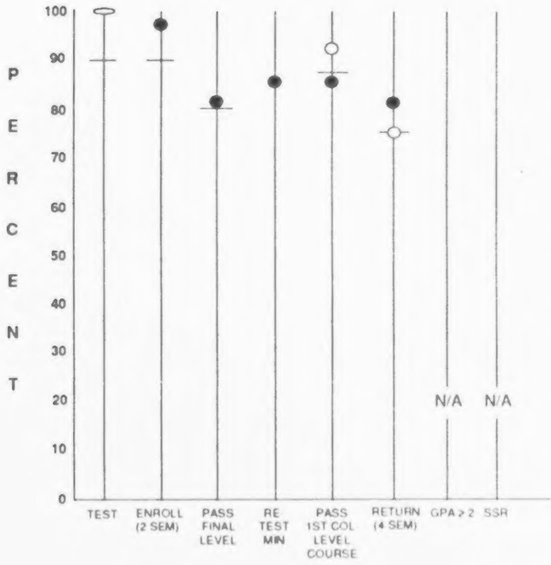
READING



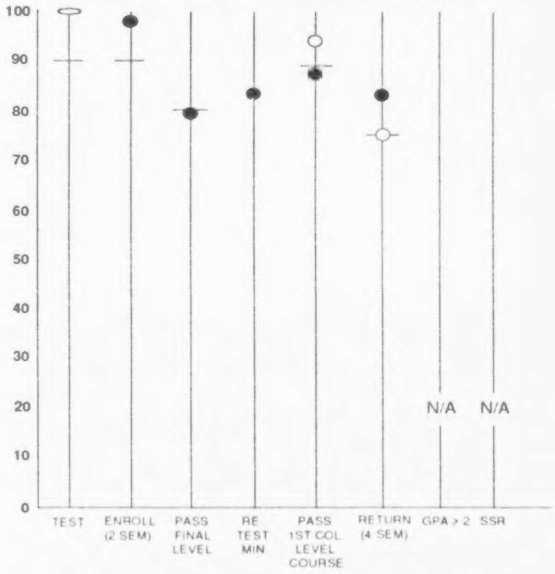
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY
— PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS	
READING	14
WRITING	6
COMPUTATION	10
ELEMENTARY ALGEBRA	13

WILLIAM PATERSON COLLEGE OF NEW JERSEY

Policy Administration

William Paterson tested all of its 1,041 full-time and 104 part-time students who were required to be tested. This performance is commendable. Further, the college succeeded in enrolling within two semesters over 90% of its identified, full-time students in the appropriate remedial courses in all areas (reading, 93%; writing, 97%; computation, 90%; and elementary algebra, 92%); the rates in reading, writing and computation satisfied the Board's minimum requirement (no two-semester enrollment standard has been set for algebra). By the fourth semester, zero full-time students in writing and only seven in elementary algebra were present without having enrolled in the necessary remedial courses (which met the provisional standard). However, 19 students identified as needing reading and 16 students who needed computation had not yet begun remedial course work by the fourth semester. The numbers for the latter two areas did not meet the provisional standard.

Remedial Areas

Reading

Placement Criteria. In 1984, William Paterson used multiple criteria to determine reading placement: an NJCBSPT-RC score of 166 (which met the provisional standard and was five scaled-score points above it), or an SAT-V score of 400 with NJCBSPT-RC 166-168, or a Nelson-Denny raw score of 87. The process resulted in 31% of the full-time and 25% of the part-time students being placed into reading remediation.

Remedial Course Outcomes. Eighty-two percent of both full- and part-time students passed the final remedial level of reading. Both passing rates met the provisional standard. Of the students who passed, 92% met the college's minimum score on the retest.

Subsequent Academic Performance. In the subsequent English composition course, remediation-completed students passed at a rate (83%) comparable to that for the non-remedial students (87%); the difference met the provisional standard. Fifty-five percent of the completers had cumulative GPA's at or above "C" compared to 79% for the non-remedial students; this difference did not meet the provisional standard.

Retention of the remediation-completed students (73%) was higher than that of non-remedial students (67%) and met the provisional standard. On the SSR measure, the performance of completers (40%) did not compare favorably to that of the non-remedial students (52%), and the difference did not meet the provisional standard.

Writing

Placement Criteria. The college employed an NJCBSPT-Essay score of 6 or less or an NJCBSPT-Essay score equal to 7 with an NJCBSPT-SS score of 168 (which met the provisional standard). Of the full-time, tested students, 33% were identified for writing remediation, and 34% of the part-time students were similarly identified.

Remedial Course Outcomes. The final-level remedial writing course was passed by 88% of the enrolled, full-time students and 78% of the part-time students. The former rate met the provisional standard but the latter did not. Ninety-seven percent of the exiting students met the college's criterion on the retest.

Subsequent Academic Performance. In the subsequent English composition course, 77% of the remediation completers passed, compared to 88% of the non-remedial students. The difference did not meet the provisional standard. Further, the remediation-completed students did not achieve GPA's at or above "C" at a level comparable to that of the non-remedial students (55% vs. 79% respectively); the difference did not meet the provisional standard.

On the other hand, remediation completers were retained in the fourth semester at a higher level (72%) than the non-remedial students (67%), which met the provisional standard. As in the reading area, the lower relative GPA's of the completers meant that the group's SSR was also lower than that of the non-remedial students (40% vs. 53%); and the difference in performance between the groups did not meet the provisional standard.

In summary, results for the writing program at William Paterson were mixed. Despite the favorable remedial course passing rates, the high percentage of students who attained the college's minimum on the locally scored retest and the relatively strong retention rate for remedial completers, other academic indicators (e.g., passing rates in college-level courses and GPA's) point to a need for the college to review its program.

Computation

Placement Criteria. Students were placed into computation at the college if their NJCBSPT-MC score fell below 167. This criterion met the provisional standard and was two points above it. As a result, 29% of the full-time students and 31% of part-timers were identified for remediation.

Remedial Course Outcomes. Eighty-seven percent of the enrolled, full-time students and 85% of the part-time students passed the computation course. Both rates met the provisional standard. Ninety-seven percent of the exiting students met the college's minimum score on the retest.

Subsequent Academic Performance. In the first (subsequent) college-level math course, 76% of the remedial completers passed, compared with 89% of the non-remedial students. This difference did not meet the provisional standard. Moreover, the percent GPA's at or above "C" for the completers (58%) was not comparable to that for the non-remedial students (76%) and did not meet the provisional standard.

Despite these negative results, completers of remediation were retained at a higher level (75%) than the non-remedial students (66%), which met the standard. Largely owing to the high retention, the SSR of the completers (44%) met the provisional standard with respect to that of the non-remedial students (50%).

The computation program presented a mixed pattern of results. While remedial course passing rates, retention and retest competency were high, remediated students' success in the subsequent college-level math courses and the relative GPA at or above "C" performance for this group raised questions about the effectiveness of this program.

Elementary Algebra

Placement Criteria. William Paterson used an NJCBSPT-EA score of 175 (which met the provisional standard and was eight points above it) for placement of those students in math-related major programs. Twenty-three percent of the full-time and 32% of the part-time test-takers were identified for remediation.

Remedial Course Outcomes. Of the full-time students who were enrolled in remedial algebra, 81% passed the course, and 73% of the part-time students also passed. The full-time rate met the provisional standard but the part-time rate (N=29) did not. Eighty-five percent of the exiting students achieved the college's minimum score on the retest.

Subsequent Academic Performance. In the first (subsequent) college-level math course, the passing rate for the algebra completers (81%) was comparable to that for the non-remedial students (84%) and met the provisional standard. Even more telling (and a reversal of the typical pattern), the completers as a group displayed a higher percentage of GPA's at or above "C" (76%) than did the non-remedial students (71%). Not only did this GPA comparison meet the provisional standard, but such a pattern reversal is a compelling indicator of programmatic effectiveness.

Similarly, remedial completers outperformed non-remedial students on the retention (76% vs. 68%) and SSR (58% vs. 48%) indicators. In both cases, the performance of the remedial completers as a group met the provisional standard and exceeded it by a sizable margin.

The follow-up results argue for a successful elementary algebra program at William Paterson College.

Overview

Strengths

William Paterson College is to be commended for its high testing rates for full- and part-time students. Further, the college enrolled within two semesters over 90% of its identified, full-time students in the necessary remedial courses in all areas.

Remedial courses passing rates and retest results were high in all four areas.

Retention rates for the remediation-completed groups exceeded the non-remedial comparison groups in every skill area.

Outcomes in the elementary algebra area were uniformly positive, thus arguing convincingly for a successful remedial effort for those students placed in the program.

Areas of Concern

In the reading and computation areas, too many of the identified students were present in the fourth semester without having begun the necessary remedial course work.

In writing and in computation, the performances of the remediated students in the first (subsequent) college-level courses, on GPA and on SSR did not compare favorably to those of the non-remedial students.

Additional Suggestions for Further Inquiry

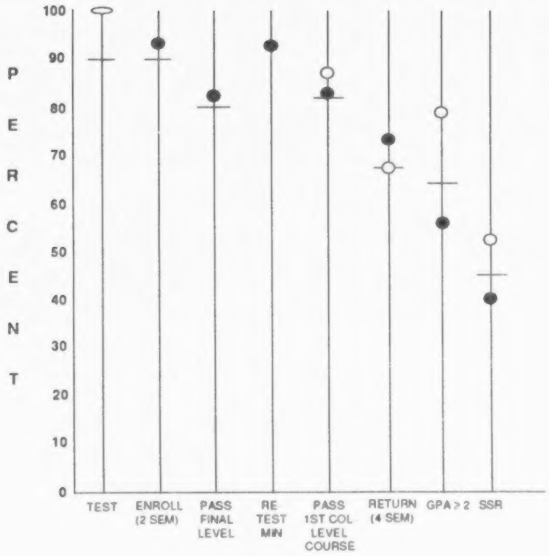
The college might explore the reasons for the large difference in GPA between remediation-completed and non-remedial students in reading, writing, and computation. In so doing, the institution might look at the algebra program as a potential source of ideas for success.

1984-1986

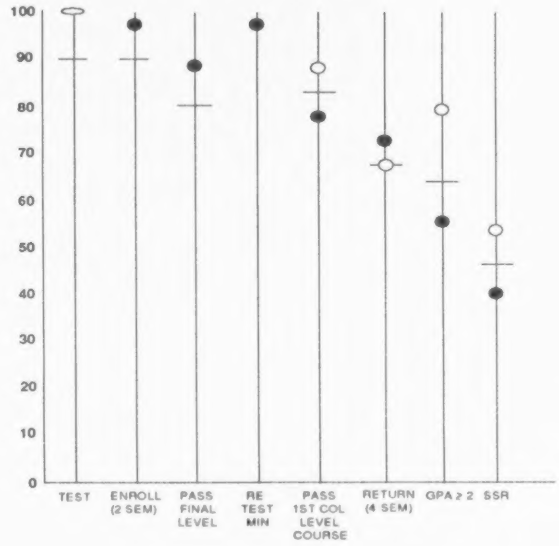
WILLIAM PATERSON COLLEGE

Remedial Program Profiles, 1984 Full-Time* Cohort

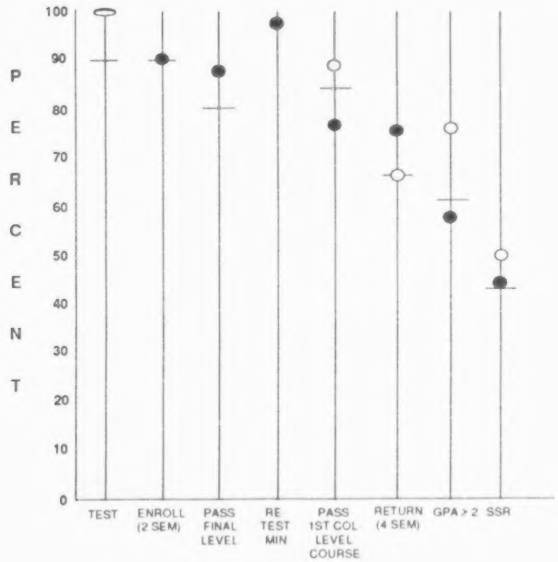
READING



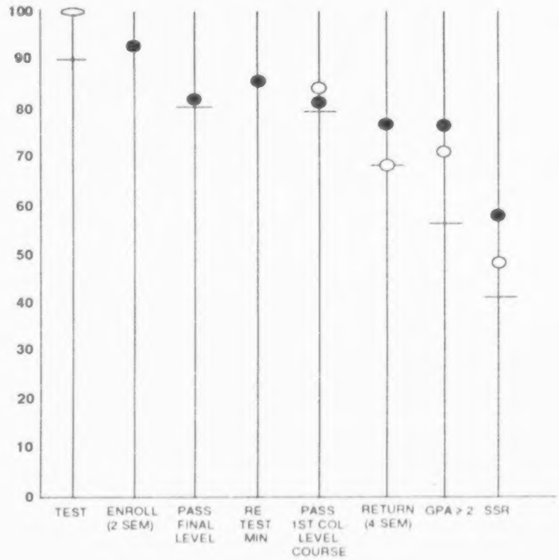
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY	
—	PROVISIONAL STANDARD OF PERFORMANCE
⬭	STUDENTS TESTED
●	REMEDIAL STUDENTS
○	NON-REMEDIAL STUDENTS
N/A	NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD < 10 STUDENTS

READING	19
WRITING	0
COMPUTATION	16
ELEMENTARY ALGEBRA	7

RUTGERS, THE STATE UNIVERSITY--CAMDEN

Policy Administration

In 1984, Rutgers University's Camden campus tested 97% of its full-time students required to be tested, which satisfied the Board of Higher Education's minimum testing requirement. Of concern, however, only 54% of the part-time students were tested, which did not meet the Board's requirement.

At the two-semester point, 65% of the full-time students identified for reading and 57% of those identified for writing were enrolled in the appropriate remedial courses. Neither rate met the Board's minimum enrollment standard. Seventy-five percent of the full-time students identified for algebra had enrolled in a remedial algebra course within two-semesters (a two-semester enrollment standard for algebra has not been set). Few students persisted in the fourth semester without having begun the necessary remedial courses: in reading, 7; in writing, 4; and in elementary algebra, 9. Each of these four-semester values met the provisional standard.

Note that for the "subsequent" follow-up indicators in reading and writing (discussed below), the definition used by Rutgers for completion of remediation was enrollment in college-level English 101, even though a student may not have actually taken a remedial course. Thus, the follow-up results for "completers" apparently reflected a mixed population of students, only some of whom passed the required skills courses and some of whom perhaps circumvented remedial instruction. This definition raised questions about the meaningfulness of all verbal skills follow-up data reported by the University.

Remedial Areas

Reading

Placement Criteria. All students scoring below 171 on the NJCBSPT-RC (which met the provisional standard and was 10 scaled-score points above it) and below the 50th percentile on the McGraw-Hill Reading Test were identified for remediation. Descriptive information on the latter instrument would have been helpful to the committee, since students who met either criterion were exempted from remediation. Unfortunately, these details were not reported. In 1984, 24% of the full-time and 19% of the part-time students were identified for reading.

Remedial Course Outcomes. Ninety-eight percent of the identified, full-time enrollees (and both part-time enrollees) passed the final-level remedial course, which met the provisional standard. Data on retesting were not provided; thus, Rutgers-Camden did not fulfill the reporting guidelines of the Basic Skills Council.

Subsequent Academic Performance. Students who completed remediation passed their first (subsequent) college-level course at a rate of 86%, compared to 89% for non-remedial students; the difference met the provisional standard. The percentages of remediated and non-remedial students with GPA's at or above "C" were equal (87%), which met the provisional standard. (Curiously, 100% of the 10 students who did not complete remediation in reading also had GPA's at or above "C.")

Remediated students returned in the fourth semester at the same rate as the non-remedial comparison group (68%), which met the provisional standard. Further, the SSR of remediated students was 60%, while that of the non-remedial students was 59%; the difference met the provisional standard. (Note, however, that the 17 students reported in the "remediation not completed" category also had an SSR of 59%).

Writing

Placement Criteria. Students with a score below 168 on either the NJCBSPT-RC or -SS were placed into a remedial writing course. The NJCBSPT-SS cutoff met the provisional standard and was 7 percentage points above it. In addition, it was reported that "if the class work [in the first week] does not confirm the results of the NJCBST [sic], students can be re-assigned..." In 1984, 27% of full-time and 37% (n=27) of part-time students were identified for writing remediation.

Remedial Course Outcomes. Of the students enrolled in the final-level remedial course, 84% of full-timers and 71% (n=7) of part-timers passed. The passing rate for full-time students met the provisional standard but the part-time rate (albeit based on a small sample size) did not. No retesting data were provided; thus, the University did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Students who completed remediation passed their first (subsequent) college-level course at the rate of 92%, compared to 89% of the non-remedial students; the difference met the provisional standard. The percentage of remediation-completed students with GPA's at or above "C" was 80%, compared to 91% for non-remedial students; this gap of 11 percentage points in performance between the two groups also met the provisional standard.

Remediated students returned in the fourth semester at a higher rate than the non-remedial students (75% vs. 67%), which met the provisional standard. The SSR of remediated students nearly matched that of the non-remedial students (60% vs. 61%), which met the provisional standard.

Computation

Rutgers-Camden did not offer a separate computation course. Whether any computation instruction was embedded within the remedial algebra sequence (see Elementary Algebra, below) could not be ascertained from the scant documentation submitted for review.

Elementary Algebra

Placement Criteria. Scores below 168 on the NJCBSPT-EA (which met the provisional standard) and 165 on the NJCBSPT-MC were used to place students into remedial algebra. How these criteria worked in combination and whether computation topics were covered in the remedial algebra sequence were unstated in the University's brief report.

Remedial Course Outcomes. The percentage of full-time students who passed the final-level remedial course was 69% (n=39), which did not meet the provisional standard. Further, this passing rate reflected a decline from the 1983-cohort level (82%, n=38). The three part-time enrollees (100%) passed. No retesting data were provided; thus, the University did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Students who completed the remedial algebra sequence passed their first (subsequent) college-level course at the rate of 75% (n=12), which nearly matched the rate for the non-remedial comparison group (76%, n=37) and thus met the provisional standard. The percentage of GPA's at or above a "C" for remediation-completed students (87%, n=23) compared favorably to that for non-remedial students (90%), and the difference met the provisional standard.

Students who completed remediation were retained at a rate of 85%, compared to 70% for the non-remedial students (which met the provisional standard). The SSR for remediated students was 74% (n=27), compared to a non-remedial rate of 62%; this difference met the provisional standard and was a reversal of the typical pattern.

Overview

Strengths

Rutgers-Camden met the Board's minimum testing requirement for full-time students.

In algebra, results on the available follow-up indicators suggested that the remedial program was successful. The GPA, SSR and retention comparisons were especially compelling. Unfortunately, in the absence of retest data this interpretation was inconclusive.

Outcomes in the reading and writing areas appeared favorable; "remediated" students seemingly performed comparably to the non-remedial students on each of the follow-up indicators. However, the University's non-standard definition of remedial completion and the absence of retest data made it impossible to fully interpret these results.

Areas of Concern

Only 54% of the part-time students were tested in 1984. The University should raise its rate to at least 90%, in keeping with Board of Higher Education policy.

In reading and writing areas, the two-semester enrollment rates for full-time students fell short of the Board's minimum enrollment standard by a wide margin. The campus needs to monitor more closely the enrollment of identified students into appropriate remedial courses.

No retest data were reported for any skill area. The absence of these results made it especially difficult to interpret: 1) the unusually high remedial-course passing rates for full-time students in reading and writing, and 2) in the case of algebra, the decline in the remedial-course passing rate from 1983- to 1984-cohort reports.

The apparent University practice of defining remedial completion in English retroactively by searching the data base for students who took college-level writing courses, even though such students may never have enrolled in or passed the remedial courses, is of great concern. This definition raised questions about the meaningfulness of all reading and writing follow-up data reported by the University.

The text which accompanied this institution's data tables (as per the Council's reporting guidelines) was too brief. The lack of descriptive detail was an especially serious shortcoming because review of the submitted data raised several key questions which could not be resolved (e.g., how reported placement criteria actually were used, whether or not computation was included in the remedial algebra courses).

Additional Suggestions for Further Inquiry

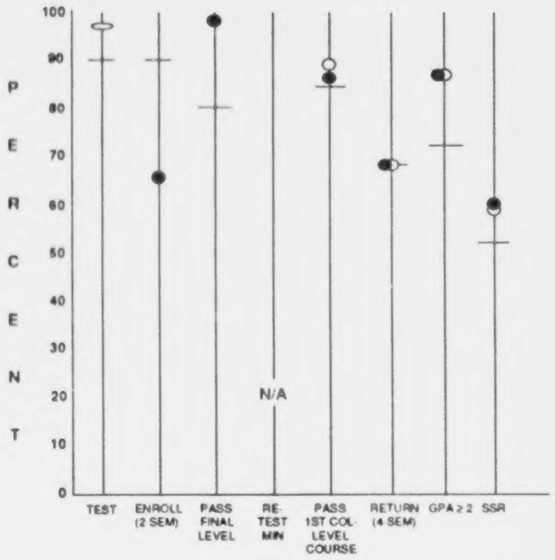
In reading, the SSR's for the three student groups (i.e., students who completed remediation, those who did not complete remediation, and non-remedial students) all fell within a point of one another. Further, the small number of students who did not complete reading all had GPA's at or above "C." The University may wish to explore these curious findings.

1984-1986

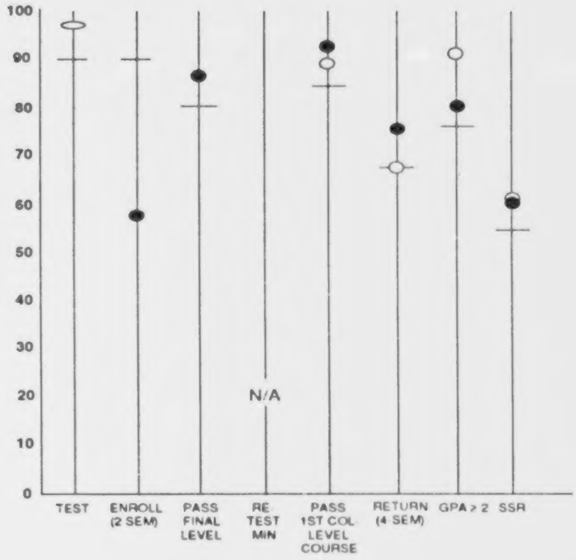
RUTGERS - CAMDEN

Remedial Program Profiles, 1984 Full-Time* Cohort

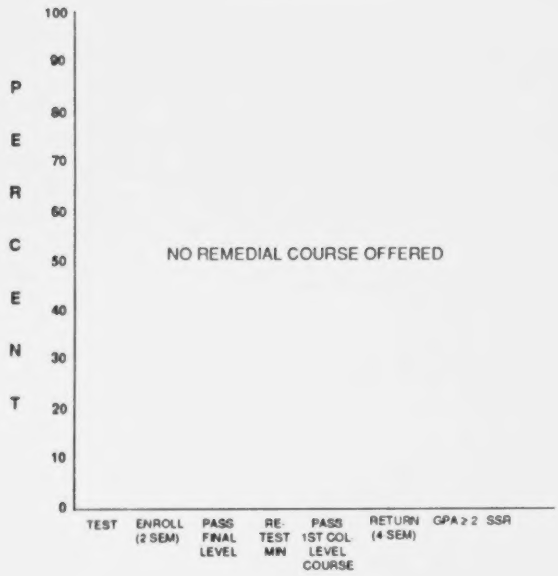
READING



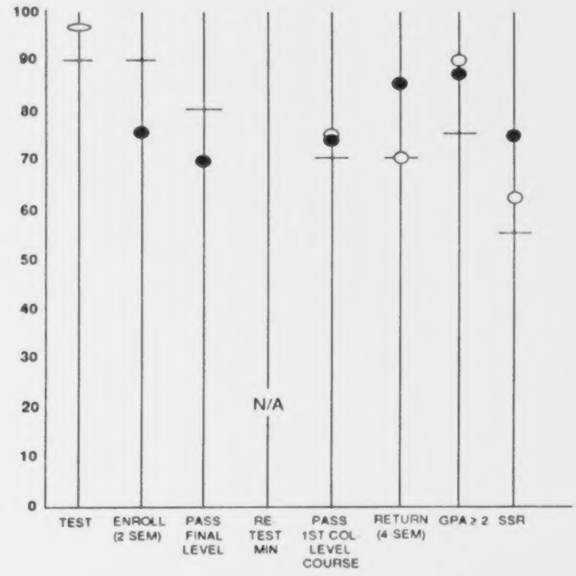
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY
— PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	7
WRITING	4
COMPUTATION	
ELEMENTARY ALGEBRA	9

RUTGERS, THE STATE UNIVERSITY--NEWARK

Policy Administration

The 1984 cohort reported on here was 113 full-time and approximately 43 part-time students larger than in 1983, reflecting the institution's reorganization which combined the day and evening colleges into one unit. Rutgers-Newark tested 93% of its full-time freshmen required to be tested, which met the Board of Higher Education's minimum testing requirement. Of its 104 part-time students, however, less than half (47%) were tested. This latter rate did not meet the Board's minimum testing requirement and was reason for concern.

Of the full-time students identified for the institution's integrated reading and writing course, 98% had enrolled in this remedial course within two semesters; this met the Board's minimum enrollment standard. Further, 92% of the students identified for elementary algebra had enrolled in the institution's remedial math course within two semesters (a two-semester enrollment standard for algebra has not been set). Only one full-time student identified for remedial English and six identified for elementary algebra persisted in the fourth semester without having enrolled in the appropriate remedial courses; each of these values met the provisional standard.

Note that for the "subsequent" follow-up indicators in verbal skills (see below), the definition used by Rutgers for completion of remediation was enrollment in college-level English 101, even though a student may not have actually taken a remedial course. Thus, the follow-up results for "completers" apparently reflected a mixed population of students, only some of whom passed the required skills courses and some of whom perhaps circumvented remedial instruction. This definition raised questions about the meaningfulness of all verbal skills follow-up data reported by the University.

Remedial Areas

Reading/Writing

Placement Criteria. Rutgers-Newark offered a two-semester remedial sequence in verbal skills (reading and writing instruction combined). Placement was conducted using a combination of six criteria: NJCBSPT-Essay (local) score of 8 (which met the provisional standard), NJCBSPT-SS raw score of 24 (translated to a scaled score of 166, which met the provisional standard and was five scaled-score points above it), TSWE 49, SAT-V 400, and high school rank in upper half. The institution stated that it was "aware of the problem of using the [NJCBSPT] raw rather than the scaled score, and will correct it."

In 1984, those identified as needing remedial English comprised only 9% of the full-time and 22% of the part-time entering students. In contrast, 18% of full-time and 25% of part-time students in the 1983 cohort were similarly identified, using the same criteria. This shift in identification rates was unexplained.

Remedial Course Outcomes. Of the 47 full-time students enrolled in the final-level remedial reading/writing course, 83% passed (which met the provisional standard). Three of the seven part-time enrollees (43%) passed. No data on retesting were furnished by the institution; thus, Rutgers-Newark did not fulfill the reporting guidelines of the Basic Skills Council.

***Subsequent Academic Performance*.** Seventy-two percent of the remedial completers (n=43) passed the first (subsequent) college-level English composition course, compared to 89% of the non-remedial students. This 17 percentage-point gap in performance between the two groups did not meet the provisional standard (cf. the 1983 cohort, where 93% and 95% respectively passed the English composition course). The percentage of remedial completers with GPA's at or above "C" was 66%--17 percentage-points below that of non-remedial students (83%). This difference in GPA's, though it did not meet the provisional standard, nevertheless reflected improvement over the 34 percentage-point GPA gap reported for the 1983 cohort

Ninety-five percent (n=43) of the remediated students returned in the fourth semester, compared to 81% of the non-remedial students (which met the provisional standard). The former group exhibited an SSR of 63%, compared to 67% for the latter; the difference met the provisional standard.

Writing

Rutgers-Newark did not offer a separate remedial course in writing (see Reading/Writing, above).

Computation

The institution offered a two-semester mathematics sequence which integrated arithmetic and algebra (see Elementary Algebra, below).

Elementary Algebra

***Placement Criteria*.** Scores of 167 on the NJCBSPT-EA (which met the provisional standard) and 168 on the NJCBSPT-MC (which met the provisional standard and was three scaled-score point above it) were used to determine mathematics placement at Rutgers-Newark. Thirteen percent of the full-time and 56% (n=39) of the part-time students were identified for remedial mathematics.

***Remedial Course Outcomes*.** The final-level remedial course passing rate for full-time students was high (94%) and met the provisional standard. The rate for part-time students (64%, n=11), however, did not. No retest data were reported; thus, the institution did not fulfill the reporting guidelines of the Basic Skills Council.

***Subsequent Academic Performance*.** In the first (subsequent) college-level mathematics course, 92% of the remedial completers passed, compared to only 64% of the non-remedial students; this 28 percentage-point difference met the provisional standard and was a reversal of the typical pattern. Further, the percentage of remedial completers with GPA's at or above "C" was 83%, compared to 82% for the non-remedial students (which met the provisional standard).

Surprisingly, however, only 78% of the remedial completers were retained in the fourth semester, compared to 82% of the non-remedial students; this difference did not meet the provisional standard. The SSR for the remediation-completed group (64%) nearly matched that for the non-remedial group (67%), which met the provisional standard.

Apart from the retention data, these outcomes seemed indicative of a strong algebra program. The absence of retest data, however, made it difficult to fully interpret these positive signs.

Overview

Strengths

Rutgers-Newark met the Board's minimum testing rate for full-time students. Further, the institution succeeded in enrolling nearly all of the identified, full-time students in appropriate remedial courses (both areas) within two semesters.

In mathematics, results on all available indicators (perhaps with the exception of retention) suggested that the remedial program was successful. The college-level course passing rate and GPA comparisons were especially compelling. Unfortunately, in the absence of retest data this interpretation was inconclusive.

Areas of Concern

In 1984, less than half of the part-time students required to be tested were tested. The institution should increase its testing of part-time students, at least to the 90% minimum level established by the Board of Higher Education.

No retest data were reported for either skill area. The absence of these results made it especially difficult to interpret the unusually high remedial-course passing rates for full-time students.

The apparent University practice of defining remedial completion in English retroactively by searching the data base for students who took college-level writing courses, even though such students may never have enrolled in or passed the remedial courses, is of great concern. This definition raised questions about the meaningfulness of all verbal skills follow-up data reported by the University.

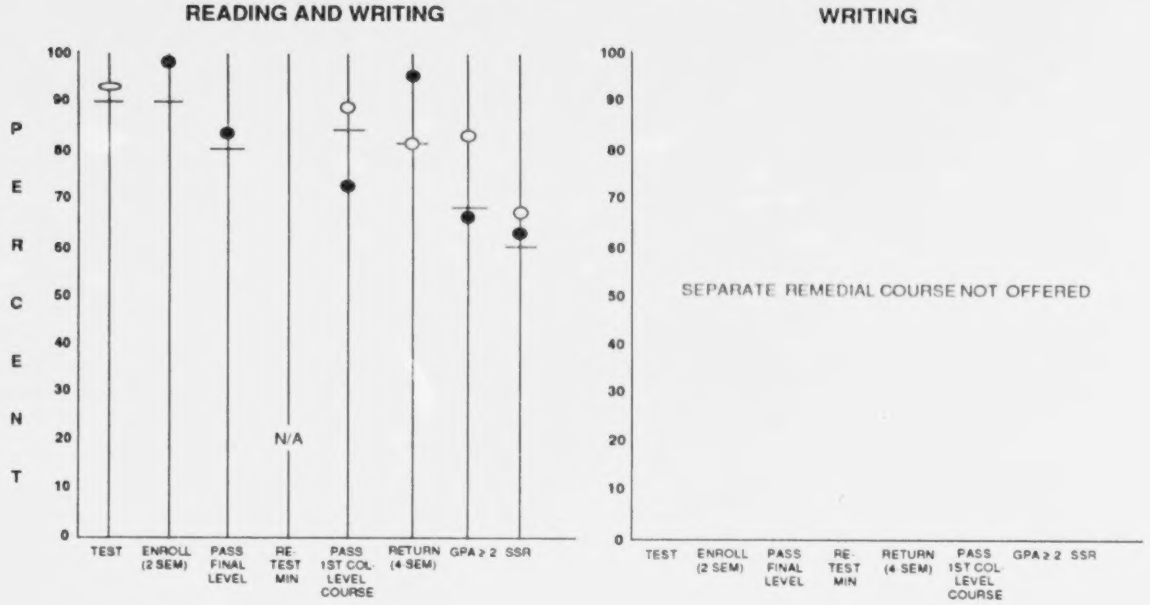
Additional Suggestions for Further Inquiry

Rutgers-Newark might investigate why its remedial identification rates: 1) shifted abruptly from 1983 to 1984, and 2) were lower than comparable percentages reported for the New Brunswick campuses.

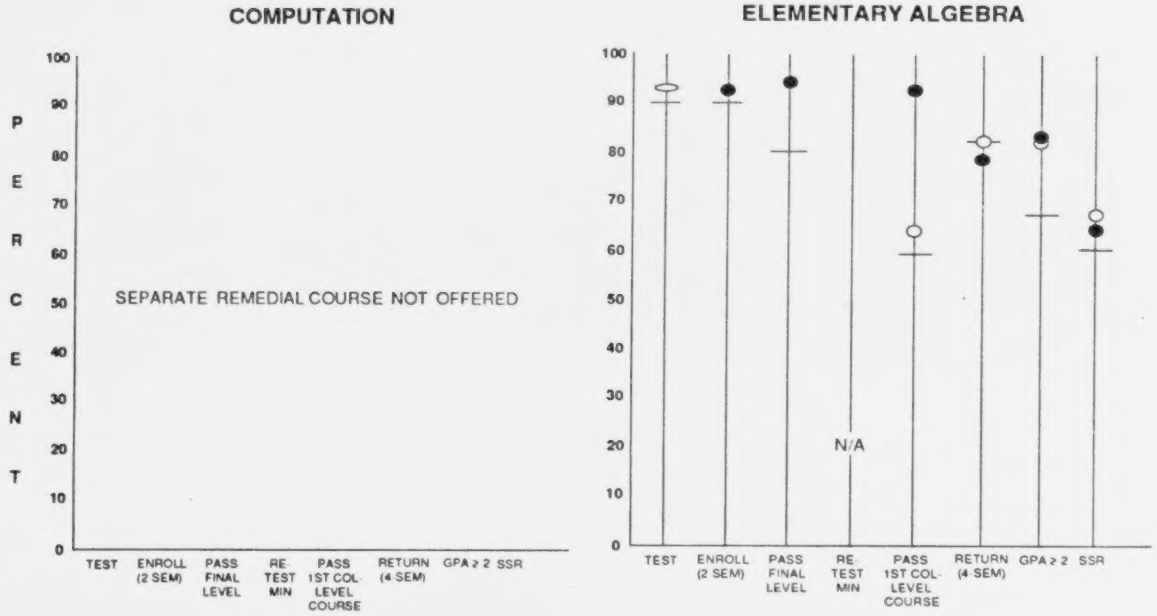
The institution may wish to examine why completers of remediation in mathematics returned in the fourth semester at a lower rate than the non-remedial comparison group.

RUTGERS - NEWARK

Remedial Program Profiles, 1984 Full-Time* Cohort


READING AND WRITING

WRITING


COMPUTATION

ELEMENTARY ALGEBRA

KEY — PROVISIONAL STANDARD OF PERFORMANCE

⬭ STUDENTS TESTED

● REMEDIAL STUDENTS

○ NON-REMEDIAL STUDENTS

N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	1
WRITING	
COMPUTATION	
ELEMENTARY ALGEBRA	6

RUTGERS, THE STATE UNIVERSITY--NEW BRUNSWICK

Policy Administration

In 1984, Rutgers-New Brunswick tested 95% of its 4,486 full-time students required to be tested, which satisfied the Board of Higher Education's minimum testing requirement. In contrast, a mere 138 part-time students were required to be tested, yet only 21% were tested. The part-time testing rate missed the Board's minimum expectation by a wide margin and reflected a sharp decline from the 87% reported for the 1983 cohort.

At two semesters, 55% of the full-time students identified for reading and 92% of those identified for writing had enrolled in remedial courses; the rate for writing met the Board's minimum enrollment standard but that for reading did not. In addition, 62% of the full-time students identified for remedial algebra had enrolled in the remedial math sequence within two semesters (a two-semester enrollment standard for algebra has not been set).

Excessively high numbers of full-time students who were identified for remediation in each skill area had not enrolled in appropriate remedial courses by the fourth semester, even though they still persisted at Rutgers-New Brunswick. In the reading area, there were 296 such students; in writing, 38; and in algebra, 276. These counts of full-time, identified students who had not received the needed remedial instruction by the fourth semester missed the provisional standard by a wide margin. Moreover, similar high counts were reported for the 1983 cohort.

According to the institution's effectiveness report, "the number of students who actually completed remediation in reading is under-represented [in these results], because data on summer '84 enrollment is not available." Further, the advisory nature of placements into reading (see Reading, below) might have been a contributing factor to the low reading enrollments. (Note that in 1985, placement into a revised reading program became mandatory for skills-deficient students.) For algebra, the enrollment data likely reflected the fact that Douglass and Rutgers Colleges then had no mandatory math requirement. (The institution's report projected that such a requirement would be in place for the 1986 cohort.) Note that for the "subsequent" follow-up indicators in reading and writing (discussed below), the definition used by Rutgers for completion of remediation was enrollment in college-level English 101, even though a student may not have actually taken a remedial course. Thus, the follow-up results for "completers" apparently reflected a mixed population of students, only some of whom passed the required skills courses and some of whom perhaps circumvented remedial instruction. This definition raised questions about the meaningfulness of all verbal skills follow-up data reported by the University.

Remedial Areas

Reading (Reading Workshop)

Placement Criteria. Remediation in reading was treated as a support service for the remedial writing courses. "Support services for students in the developmental program included classes in reading skills as well as individual tutorials as supplements to the writing courses. For all students who received a score of 165 or less on the NJCBSPT-RC, enrollment [concurrently] in a Reading Workshop (...graded P/F) was strongly recommended." Note that the placement criteria reported in the institution's effectiveness report were not consistent with those reported in the corresponding "Annual Questionnaire." In contrast to the NJCBSPT-RC 166 ("below which") criterion given above (which met the provisional standard and was five scaled-score points above it), the following combinations also were reportedly used for remedial placement in reading: -RC 167 with an SAT-V of 460, or -RC 170 with an SAT-V of 410. In 1984, 18% of the full-time and 38% (n=29) of the part-time students were identified for the Reading Workshop.

Remedial Course Outcomes. Ninety-two percent of the full-time students and both part-time students enrolled in the Reading Workshop passed it, which met the provisional standard. These passing rates were high. No data on retesting were reported; thus, the institution did not fulfill the reporting guidelines of the Basic Skills Council.

Subsequent Academic Performance. Ninety-three percent of both the remediated and the non-remedial students passed the first (subsequent) college-level English composition course, which met the provisional standard. These passing rates were high. Seventy-two percent of the remediated students and 86% of non-remedial students had cumulative GPA's at or above "C;" the 14 percentage-point difference met the provisional standard. (Surprisingly, however, 65% of the 318 students in the third study group--those who needed but did not complete remediation in reading--also had GPA's at or above "C.")

Eighty-two percent of remediated students returned in the fourth semester, compared to 86% of the non-remedial comparison group; the difference did not meet the provisional standard. (Note that 81% of the students who needed but did not complete remediation also persisted in the fourth semester.) The SSR for remediated students was 59%, compared to 74% for non-remedial students; the difference did not meet the provisional standard.

Since the "Reading Workshop" was a supplemental course taken concurrently with the institution's remedial English courses (hence the reading component in essence was embedded in a sequence whose final level for all identified students was a remedial writing course), these follow-up results were not directly attributable to the reading component. Nevertheless, the fact that the outcomes for "remedial completers" and "non-completers" were strikingly similar raised questions about the impact of the Reading Workshop. The institution has since restructured its remedial reading curriculum.

Writing (English)

Placement Criteria. Rutgers-New Brunswick used for placement in its English skills sequence a highly complex set of criteria which was both difficult to understand and to describe succinctly. The criteria included various combinations of NJCBSPT-RC, -SS and SAT-V scores, and the criteria described in the institution's effectiveness report did not agree with those listed on the corresponding "Annual Questionnaire." Due to the conflicting accounts and inherent complexity, the committee was unable to assess these criteria. In future reports, Rutgers-New Brunswick should carefully explicate the criteria and indicate exactly how they were used.

The institution's effectiveness report indicated that the placement criteria in writing "have been adjusted to preserve a uniform failure rate of 10-15%. Whenever the failure rate for remediated students has exceeded this percentage, the necessary adjustments were made in the placement standards." This statement raised additional questions about placement standards and the extent to which they may have fluctuated over time.

Remedial Course Outcomes. Ninety-seven percent of the full-time students enrolled in the final-level remedial English course passed, a high passing rate which met the provisional standard. All (3) part-time enrollees passed. No retest data were furnished; thus, the University did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Ninety-two percent of remediated students passed their first (subsequent) college-level course in English, compared to 93% of the non-remedial comparison group; this difference met the provisional standard. Further, both passing rates were high. Sixty-eight percent of remediated students and 86% of non-remedial students had cumulative GPA's at or above "C." This 18 percentage-point gap in GPA performance between the two groups did not meet the provisional standard.

Comparable percentages of remediated and non-remedial students returned in the fourth semester (87% and 86% respectively), which met the provisional standard. The SSR for remediated students was 59%, compared to 74% for the non-remedial students; the 15 percentage point gap between remediated and non-remedial students did not meet the provisional standard.

In summary, the outcomes for the remedial English sequence were mixed. The remedial course passing rates were high, and the first (subsequent) college-level course passing rate and retention comparisons were favorable. However, the absence of retest data and the University's non-standard definition of remedial completion made it difficult to interpret these positive signs.

Computation

Rutgers-New Brunswick did not offer a separate computation course. The course descriptions given in the institution's report implied that students with low NJCBSPT-MC scores (see Elementary Algebra, below) were placed in special arithmetic-intensive sections of the remedial algebra course. This would suggest that the students with greatest needs, ironically, were presented with both computation and elementary algebra content within a single course; students who needed only the elementary algebra instruction, on the other hand, apparently received the equivalent algebra content but in a less hurried fashion.

Elementary Algebra

Placement Criteria. The remedial algebra sequence at Rutgers-New Brunswick included courses in both elementary and intermediate algebra. The placement criteria used were as follows: NJCBSPT-EA scores of 161 (which did not meet the provisional standard) with 167 on the NJCBSPT-MC; or NJCBSPT-EA 171 (which met the provisional standard and was four scaled-score points above it) and acceptable performance on an in-house test. In 1984, 17% of the full-time students and 88% of the part-time students were identified for remediation in algebra.

Remedial Course Outcomes. Seventy-five percent of full-time and 83% (n=6) part-time enrollees passed the final-level remedial algebra course; the passing rate for full-time students did not meet the provisional standard but the part-time rate did. No data on retesting were provided; thus, the college did not fulfill the Council's reporting guidelines.

Subsequent Academic Performance. Fifty-six percent of remediated students and 70% of the non-remedial students passed the first (subsequent) college-level course in mathematics; the gap of 14 percentage points did not meet the provisional standard. Seventy-five percent of remediated students had cumulative GPA's at or above "C," compared to 85% of the non-remedial students; the difference met the provisional standard. (Note, however, that 77% of students who needed but did not complete remediation also had GPA's at or above "C.")

Eighty-eight percent of the remediated students returned in the fourth semester, compared to 86% of the non-remedial students (which met the provisional standard). (Surprisingly, seventy-five percent of the 331 students who needed but did not complete remediation also persisted in the fourth semester.) The SSR for remediated students was 66%, compared to 73% for the non-remedial students; the seven percentage-point difference met the provisional standard.

Results for the algebra program at Rutgers-New Brunswick were mixed. The retention, GPA and SSR comparisons were favorable. However, the relatively weak performance of remediated students in first (subsequent) college-level mathematics courses, and the surprisingly similar performances of remedial "completer" and "non-completer" groups on some indicators, were cause for concern.

Overview

Strengths

Rutgers-New Brunswick met the Board's minimum testing rate for full-time students.

The institution succeeded in enrolling in remediation within two semesters over 90% of the students identified for remedial English.

The remedial course passing rates in writing (English) were high. Further, the first (subsequent) college-level course passing rate and retention comparisons for this skill area were favorable. Unfortunately, the absence of retest data and the University's non-standard definition of remedial completion made it difficult to interpret these positive signs.

The retention, GPA and SSR results for completers of the algebra sequence were positive.

Areas of Concern

In 1984, only 21% of the part-time students who were required to be tested were tested, and this rate reflected a sharp decline from the previous year's result. The University should raise this testing rate to at least 90%, in keeping with Board of Higher Education policy.

In reading, the two-semester enrollment rate for full-time students missed the Board's minimum enrollment standard by a wide margin. Moreover, excessively high numbers of full-time students who were identified for remediation (all skill areas) had not enrolled in appropriate remedial courses by the fourth semester, even though they still persisted at the University. Rutgers-New Brunswick needs to monitor more closely the enrollment of identified students in each of its remedial areas.

The apparent University practice of defining remedial completion in English retroactively by searching the data base for students who took college-level writing courses, even though such students may never have enrolled in or passed the remedial courses, is of great concern. This definition raised questions about the meaningfulness of all reading and writing follow-up data reported by the University.

The text which accompanied this institution's data tables (as per the Council's reporting guidelines) was insufficiently detailed and/or ambiguous in certain critical areas. For example, both the complex placement criteria used for the English skills sequence and the relationship of reading to writing components were especially difficult to comprehend. Adding to the problem was the fact that the criteria described in the institution's effectiveness report did not match those reported on the "Annual Questionnaire." In future reports, Rutgers-New Brunswick should carefully delineate its criteria and explain both how they were used and the extent to which they shifted over time.

No retest data were reported for any skill area. The absence of these results made it especially difficult to interpret the unusually high remedial and first (subsequent) college-level course passing rates in reading and writing.

The fact that the outcomes for remedial "completers" and "non-completers" were strikingly similar raised questions about the impact of the Reading Workshop. The institution has since restructured its remedial reading curriculum.

In the writing area, the gap in performance between remediated and non-remedial students on the GPA indicator, despite other favorable outcomes, needs to be looked at by the institution.

In algebra, the relatively weak performance of remediated students in first (subsequent) college-level mathematics courses, and the surprisingly similar performances of remedial "completers" and "non-completers" on some follow-up indicators, should be of concern to the University. In addition, the college should reexamine how it meets the needs of its students who are underprepared in computation.

Additional Suggestions for Further Inquiry

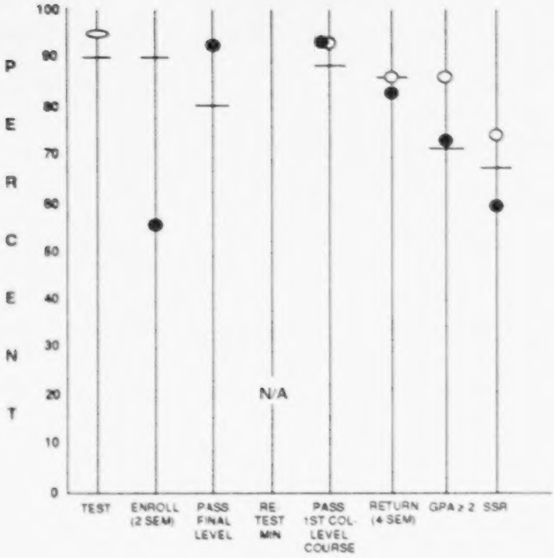
The University might conduct a follow-up study on the students who needed but did not complete remediation in reading and algebra.

It might be instructive to examine why the students who completed remediation in writing did well in their first (subsequent) college-level writing course but not as well in their other college-level courses.

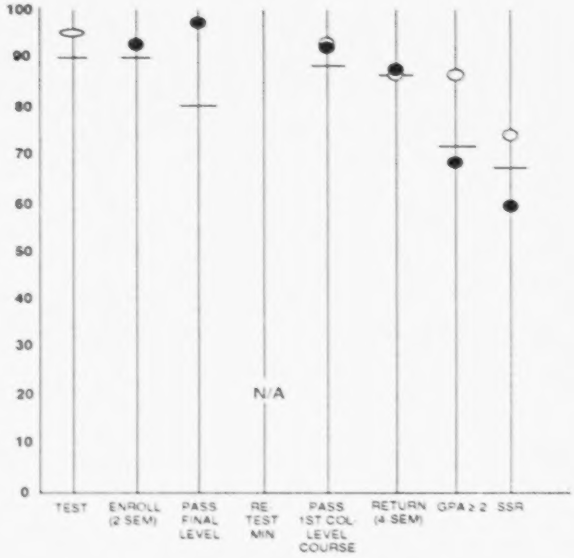
RUTGERS - NEW BRUNSWICK

Remedial Program Profiles, 1984 Full-Time* Cohort

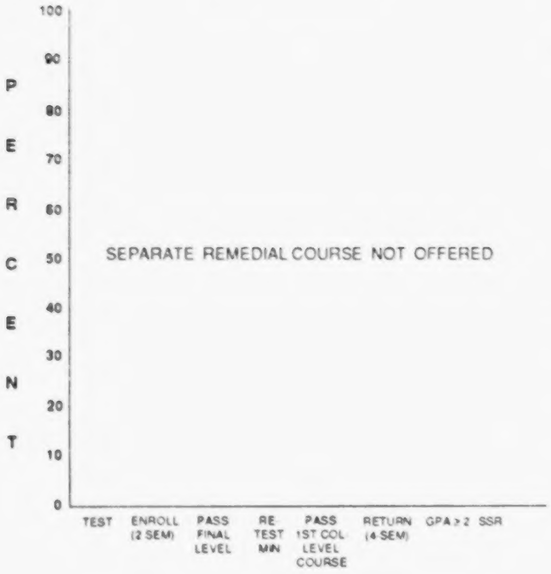
READING



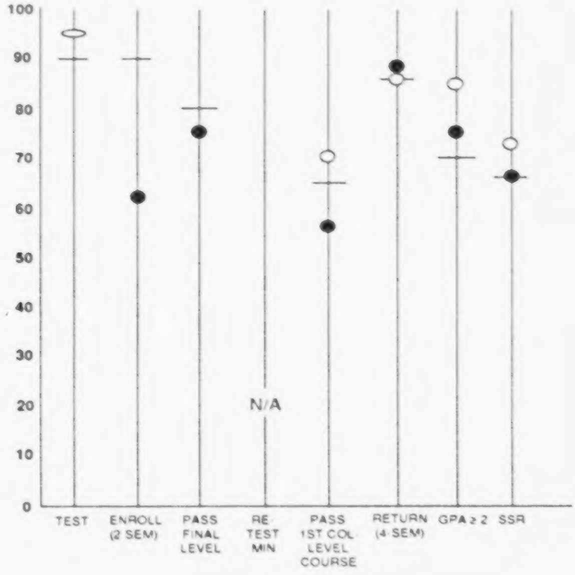
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY — PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS

READING	296
WRITING	38
COMPUTATION	
ELEMENTARY ALGEBRA	276

NEW JERSEY INSTITUTE OF TECHNOLOGY

Policy Administration

NJIT tested 100% of its full- and part-time students, a commendable achievement. Further, 100% of the students needing reading and writing remediation were enrolled in the necessary courses within two semesters. Thus, no identified students were present in the fourth semester without having enrolled in the necessary remediation. Hence, in 1984 policy administration at NJIT was tight and effective.

Remedial Areas

Reading

Prior to 1984, English remediation at NJIT was handled in two parallel tracks, depending on initial student need. Students who were identified for remediation in reading (and writing) enrolled in a two-semester course sequence that combined reading and writing instruction; successful completers of this sequence then went on to college-level English composition. On the other hand, students who needed only writing assistance were placed into a separate (and distinct) one-semester remedial writing course. Hence, earlier reports followed students in each of the tracks separately.

In 1984, the two tracks were consolidated into a single two-semester sequence: all students identified for reading were placed into English 098, a course that included both remedial reading and writing instruction, and then were required to enroll in and complete the upper-level remedial writing course, English 099; while the students who needed writing (but not reading) were placed into English 099.

Because reading instruction, therefore, was embedded in a sequence whose final level for all identified students was a remedial writing course (see "Writing" below), outcomes for the reading component could not be viewed in isolation.

Placement Criteria. Among the multiple criteria used to place students into remedial English, the principal determinants of placement into the lower-level course (i.e., into the reading component) were NJCBSPT-RC 165, which met the provisional standard and was four points above it, and SAT-RC 40. These criteria resulted in the identification of 60 full-time students (12% of test-takers) and zero (of 2 possible) part-time students. Data for these students are included under "Writing."

Writing

Placement Criteria. Multiple criteria were used for placement. Students whose test scores fell below all of the following criteria were identified for remediation: NJCBSPT-Composition 165; Essay 7; SAT-V 400; TSWE 40. In 1984, 25% of the full-time students and zero of 2 possible part-time students were required to complete remedial writing.

Remedial Course Outcomes. Of the 124 full-time students who enrolled in the final-level remedial writing course, 86% passed. The passing rate met the provisional standard. No retest data for this group were reported; thus, the institution did not fulfill the guidelines of the Basic Skills Council.

***Subsequent Academic Performance*.** Seventy-nine remediation-completed students were followed into their subsequent college-level writing course, and 85% passed, compared to 91% of the non-remedial students; the difference missed the provisional standard by one percentage point. Sixty-nine percent of the remedial completers had GPA's at or above a "C" compared to 82% for the non-remedial students. This difference met the provisional standard.

Seventy-two percent of the completers returned in the fourth semester, which was identical to the rate for non-remedial students and therefore met the provisional standard. Retention rates for both groups were considerably improved (by 11 to 13 percentage points) compared to outcomes reported for the 1983 cohort. Cumulative SSR's were 50% for the completers and 59% for the non-remedial students; the nine point difference did not meet the provisional standard.

Computation

Not offered (computation skills were required for admission to the institution).

Elementary Algebra

Because of the technical nature of its programs, few students deficient in elementary algebra were admitted to NJIT. The institution offered a variety of developmental pre-calculus courses, all but one of which was college-level and credit-bearing. The bulk of reported data concerned two such developmental courses which dealt with advanced algebra topics up through pre-calculus and trigonometry. Therefore, these data are not reviewed here.

Overview

Strengths

NJIT is to be commended for testing 100% of its full- and part-time students. Further, enrollment of students into needed remedial courses was thoroughly monitored and executed.

Remedial course passing rates were high.

Retention of writing-remediated students matched that of the non-remedial students, and the rates for both groups were improved compared to the previous year.

The number and diversity of developmental math courses offered by NJIT suggests that the mathematics preparation issue has been given considerable attention.

Areas of Concern

No retest data were reported for writing, making interpretation of the other indicators difficult.

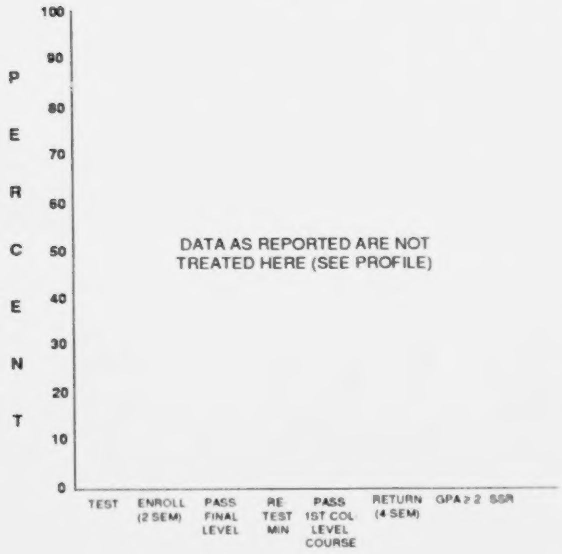
Completers of the remedial writing course did not pass the subsequent college-level English composition course at a rate comparable to the non-remedial students. In addition, the SSR for the remediated group did not meet the provisional standard. These outcomes should be examined by the institution.

1984-1986

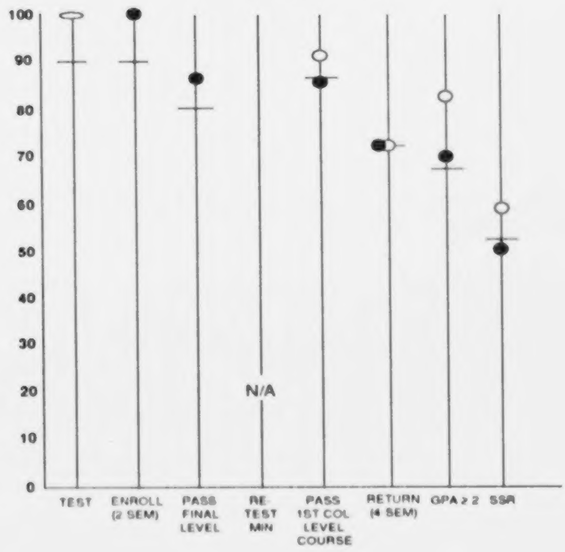
NEW JERSEY INSTITUTE OF TECHNOLOGY

Remedial Program Profiles, 1984 Full-Time* Cohort

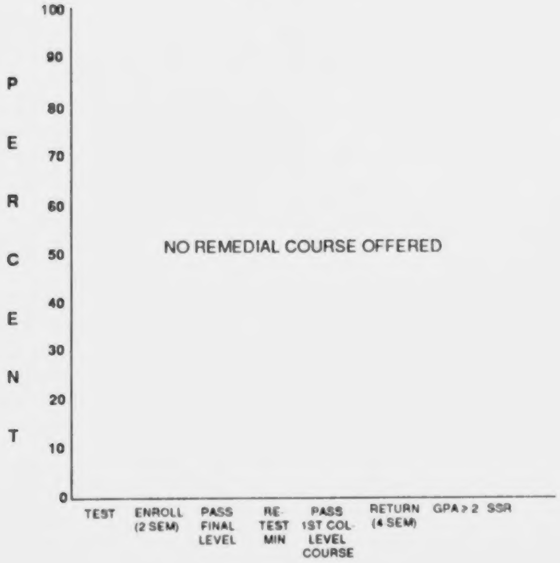
READING



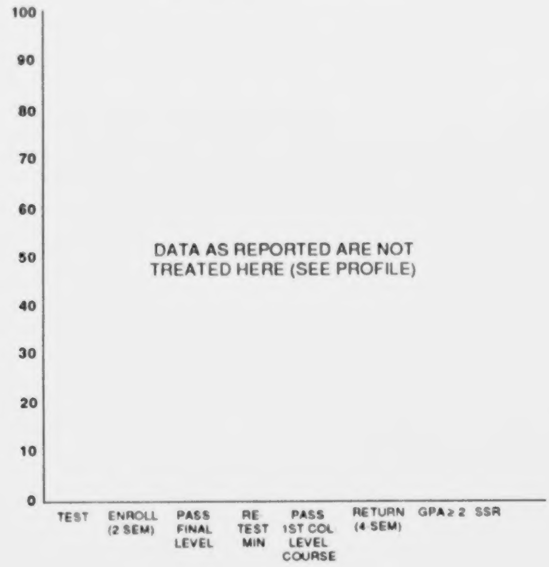
WRITING



COMPUTATION



ELEMENTARY ALGEBRA



KEY
— PROVISIONAL STANDARD OF PERFORMANCE
⬭ STUDENTS TESTED
● REMEDIAL STUDENTS
○ NON-REMEDIAL STUDENTS
N/A NOT AVAILABLE

* RETESTING ("RETEST MIN.") MAY INCLUDE PART-TIME STUDENTS

NUMBER PRESENT (4-SEM) BUT NOT ENROLLED

PROVISIONAL STANDARD ≤ 10 STUDENTS	
READING	0
WRITING	0
COMPUTATION	
ELEMENTARY ALGEBRA	

D. FOUR SEMESTER OVERVIEW, FALL 1984-SPRING 1986

Testing at the Colleges

For the fall semester of 1984, the 32 New Jersey public colleges reported that 38,675 students (29,209 full-time and 9,466 part-time students) were both admitted and required to be tested. Ninety-seven percent (28,382) of the full-time new students were tested by the colleges. Board of Higher Education policy since 1983 has required that colleges test at least 90% of admitted freshmen and that colleges enroll in appropriate remedial courses within two semesters at least 90% of the full-time students whom they identify as needing remediation. In addition, the Basic Skills Council recommends that colleges use appropriate, multiple criteria for determining student placement. Each of the sectors of higher education met the testing mandate (see Table 1) for full-time students (county colleges, 97%; (range: 90-100%) state colleges, 99.5% (range: 97-100%); Rutgers, 95% (range 93-97%); NJIT, 100%.[1] However, it has proven more difficult for institutions to test at least 90% of their part-time students (see Table 1 for testing rates [1984-86]). For the fall of 1984, 85% of part-time students were tested statewide. County colleges tested 86% of their part-time students (range: 57-100%), the state colleges 91% (range: 46-100%), and Rutgers University, 36% (range: 21-54%).

Administrative Efficiency: Placement and Course Enrollment

Since the NJCBSPT was first administered in 1978, the Basic Skills Council has used the test score distributions to report to the Board of Higher Education on the aggregate preparedness of the entering freshmen. At the same time, the Council has urged colleges to use appropriate multiple criteria (i.e., several placement test scores, SAT scores, class rank, in-house tests, etc.) in combination for placing individual students into appropriate remedial or college level courses.

If colleges use placement criteria that are set too low, some skills-deficient students will be placed erroneously into college-level courses. This practice is likely to lead either to a high dropout/failure rate or to a subsequent lowering of college academic standards as instructors reduce their requirements to meet the lower skills level of the students they encounter. Over the past seven years, the Council has suggested minimum proficiency standards in verbal skills, computation and elementary algebra as measured by the NJCBSPT.

The proportion of freshmen judged to need remedial work varies widely across the colleges. Within a college, the range of freshmen skills deficiencies within reading, writing and mathematics can be wide enough to require more than one class level. It has been observed that students are best served in remedial courses if they are carefully placed by skill level and given sufficient time for upgrading their skills. In keeping with the Council's previous recommendations, most New Jersey public colleges now have two or more levels of remedial courses and use the NJCBSPT as one indicator to differentiate among placement levels in reading, writing, and mathematics. The analysis in this report focuses on the students who have completed their final level of remediation.

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[1] *Since the number of students in the NJIT cohort (582) is small relative to the other sectors, NJIT's percentages are not listed henceforth in the overview. NJIT's data are, however, listed in the various tables and graphs. See the NJIT profile for complete data and discussion.*

The placement criteria for each skill area that were used by public colleges for the fall of 1984 were previously reported[2] and are repeated in this report under each college's profile. Of the all the students who enrolled in the fall of 1984, 38% (10,897) of the full-time group and 40% (3,200) of the part-time group were identified for reading remediation. Thirty-one percent of the full-timers (8,839) and 30% of the part-timers were identified for writing remediation. A third (33%) of the full-time students (9,412) and 47% (3,805) of the part-time group were identified for computation remediation. The colleges identified 36% of their full-time students (10,297) and 47% (3,809) of their part-time students as needing remedial algebra . The percentages identified for algebra remediation, unlike the other skill areas, are underestimates. Many colleges include intended major or program as a criterion in the elementary algebra placement process. Students electing a program without a mathematics component are exempted from remediation even if they have a low placement score. This issue is discussed more fully in the section of this report on elementary algebra.

After the identification or placement process, colleges should see to it that students enroll in needed remedial courses in a timely fashion. The Board of Higher Education's expectation is that full-time, skills-deficient students will enroll in their remedial courses within their first two semesters (and part-timers within four semesters). Colleges report on their efficiency in enrolling students by the end of the second and fourth semester via data tables sent to the Basic Skills Council (see samples in Appendix A).

Of the full-time students identified for remediation in reading, 87% (9,468) were enrolled across all public colleges within two semesters. Seventy percent (2,231) of the part-time students were also enrolled within two semesters. By the fourth semester only 6% of the full-time students were present but never enrolled in needed remediation. The figure for part-timers present but not enrolled in needed remediation at the fourth semester was 11% (362 students). In the writing area, 95% (8,410) of full-time and 79% (1,921) of part-time students were enrolled within two semesters. Only 3% (235) of full-time, writing-deficient students were present but not yet enrolled by the fourth semester. On the other hand, 12% of the part-time students (284) had avoided remedial writing through the fourth semester. In computation, 87% (8,180) of both full- and part-time (3,293) students were enrolled by the second semester. Six percent (532) of full-time students were present but not enrolled in needed computation in the fourth semester and 10% (392) of part-timers remained unenrolled.

In many institutions elementary algebra is taken both by students who are placed into it directly and also by students who must first pass a computation course. A delayed enrollment or a failure in a remedial computation course would mean that the student could not be enrolled in a needed algebra course within two semesters. The percentage enrollment figures for elementary algebra reflect this sequential nature of the mathematics courses. Of full-time students identified as needing algebra, only 65% (6,645) had enrolled within two semesters (49% of part-time students [1,882]). By the fourth semester 10% of full-time, algebra deficient students (1,067) were still present without having enrolled in the course. An even higher percentage (16%) of part-timers (597) was present but not enrolled in algebra in the fourth semester.

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[2] *Report on the Character of Remedial Programs in New Jersey Public Colleges and Universities, Fall 1984. Report to the Department of Higher Education, October 18, 1985.*

While some students may "stop-out," i.e., miss a semester or even two within this four semester analysis, it is still clear from the percentages of students present but unenrolled in the fourth semester that colleges can do a more effective job in assuring that students who need remedial work enroll in appropriate courses before they reach the fourth semester. Tracking, proper academic advisement and registration checks must be enforced during and beyond the freshman year.

In the following sections, the students' academic performance is discussed for each remedial skill area by college sector.

READING *(see Table 1)*

Across all the four remedial skill areas the open-admission county colleges identify for and enroll in remediation a higher percentage of their student body than any other college sector. Forty-seven percent (range: 22-85%) of full-time county college students (7,159) and 40% of their part-timers (2,646) were identified for reading remediation. At the state colleges 38% (range: 27-63%) of full-time students were identified for reading. At Rutgers University 17% (range: 9-24%) of the students were identified for remediation. Enrollment in the prescribed reading courses was reported for 88% (range: 43-100%) of full-time county college students (6,330), 92% (range: 80-100%) of full-time state college students (2,256) but only 58% (range: 53-97%) of Rutgers' full-time students (522).

At the county colleges 5% (range: 0-20%) of full-time students (323) identified for reading were present but not yet enrolled in remedial reading by the fourth semester. For part-timers the figure was 12% (312). Across the state colleges 3% (range: 0-6%) of full-time students (70) were present but not yet enrolled (87% and 44 for part-time). At Rutgers, 34% (range: 2-39%) of the full-time students (304) identified for reading were present but never enrolled in the fourth semester. Twenty-two percent (6) of Rutgers' small part-time cohort also remained unenrolled. There was a clear disparity in administrative effort between Rutgers and the other sectors in the treatment of reading deficient students. In communications subsequent to the collection of this data, Rutgers has indicated it has taken steps to remedy the situation.

Once enrolled in the final level remedial reading course, a statewide average of 79% of full-time students passed. The passing rate varied across sectors with Rutgers students passing at a 92% (range: 83-98%) rate, the state college students at 87% (range: 82-93%) and county college students at 75% (range 50-87%). Part-time students passed at slightly lower rates across the sectors except at Rutgers, where only 64% of the part-timers passed. The number of Rutgers part-time students, however, was small (11 passed), indicating that the passing rate for Rutgers part-time students could be highly variable and consequently should not be compared to the other sectors.

TABLE 1A

Policy Administration and Remedial Performance by Sector

Reading, 1984-1986

INDICATORS		COUNTY COLLEGES			STATE COLLEGES			RUTGERS UNIVERSITY			STATEWIDE[1]	
		#	%	(Range)	#	%	(Range)	#	%	(Range)	#	%
Tested	Full-Time	15,340	97	(90-100)	7,261	99	(97-100)	5,276	95	(93-97)	28,382	97
	Part-Time	6,649	86	(22-100)	1,270	91	(46-100)	105	36	(21-94)	8,026	85
Identified for Remediation	Full-Time	7,159	47	(43-85)	2,778	38	(27-63)	900	17	(9-24)	10,897	38
	Part-Time	2,646	40	(8-79)	527	41	(6-66)	27	26	(19-38)	3,200	40
Enrolled (any level)	Full-Time	6,330	88	(43-100)	2,256	92	(80-100)	522	58	(53-97)	9,468	87
	Part-Time	1,896	72	(26-100)	324	61	(41-100)	41	11	(18-64)	2,231	70
Present But Not Enrolled by 4th Semester	Full-Time	323	59	(0-20)	70	3	(0-6)	304	34	(2-39)	697	6
	Part-Time	312	12	(0-100)	44	8	(0-40)	6	22	(9-60)	362	11
Pass Final Level	Full-Time	5,391	75	(50-87)	2,431	87	(82-93)	512	92	(83-98)	8,394	79
	Part-Time	1,452	72	(53-89)	282	83	(70-100)	11	64	(43-100)	1,745	74
[Retesting] Reaching Minimum	(See Individual College Profiles)											

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[1] Includes NJIT.

TABLE 1B

Student Performance Outcomes
Reading, 1984-1986

STUDENT OUTCOME MEASURES		COUNTY COLLEGES			STATE COLLEGES			RUTGERS UNIVERSITY			STATEWIDE[1]		
		a[2]	b[3]	c[4]	a	b	c	a	b	c	a	b	c
% Retained in													
4th Semester	**#**	3,931	2,276	619	3,143	1,588	188	3,880	388	330	11,271	4,291	1,138
	%	50	56	21	68	75	32	84	82	77	64	64	28
Range		8-58	33-69	4-48	42-76	68-88	5-51	68-86	68-95	13-81			
% Pass Subsequent College Course		80	77		92	91		92	90		87	83	
Range		67-97	56-93		85-99	79-99		89-93	72-93				
# Credits Attempted		51	42	33	55	52	45	57	51	51	55	46	40
Range		42-59	27-59	12-54	50-64	42-62	26-52	53-58	47-52	32-51			
# Credits Earned		45	34	27	51	46	37	55	49	48	50	40	35
Range		39-52	27-42	5-47	46-56	33-52	8-43	51-56	41-50	24-50			
Cumulative GPA		2.52	2.13	1.96	2.63	2.33	2.01	2.69	2.31	2.21	2.61	2.23	2.04
Range		2.39-2.80	1.80-2.38	1.02-2.57	2.49-2.80	2.10-2.50	0.37-2.40	2.60-2.70	2.20-2.50	1.50-2.70			
% GPA Greater Than "C"		81	65	57	85	73	53	86	73	66	84	68	59
Range		69-97	33-93	0-100	79-92	55-81	43-62	83-87	66-87	0-100			
% Successful Survival		41	36	12	57	54	17	72	59	50	54	43	17
Range		7-54	11-57	0-33	34-67	42-62	0-28	59-74	59-63	0-59			

[1] Includes NJIT.

[2] a= Students not needing remediation.

[3] b= Students completing remediation.

[4] c= Students not completing remediation.

Upon completion of the remedial course or sequence of courses, the effectiveness of the reading assistance can best be judged by comparing the completers with two other students groups: those who never needed remediation and those who needed but did not complete remediation. The comparison is made across several indicators. For individual college programs, consistency across the indicators of subsequent academic performance is the touchstone for judging effectiveness.

Another indicator of effectiveness is whether students remain at the college. Statewide, the retention rate (64%) for reading remediation completers at four semesters was equal to that of non-remedial students (64%) and much higher than the rate (28%) for non-completers. The pattern is consistently positive across the county colleges (56% vs. 50%) and the state colleges (75% vs. 68%) for the completers versus the students not needing remediation, respectively. Students who do not complete their remedial reading have only a 21% (range: 4-48%) retention rate at the county colleges and a 32% (range: 5-51%) retention rate at four semesters in the state colleges. At Rutgers the retention rate for completers (82%) was slightly below the non-remedial students (84%) but high in absolute terms. Unlike the other sectors, non-completers (330) at Rutgers had a high (77%) (range 13-81%) retention rate.

Colleges must follow the three "study groups" of students and report on their subsequent academic progress. If students' skills have been improved, remediation completers should pass subsequent college-level courses requiring reading skills at rates comparable to non-remedial students. Statewide, the completers pass their subsequent English course at a rate within four percentage points (83% vs. 87%) of the non-remedial students. At the county colleges the average passing rates were within three points (77% vs. 80%); at the state colleges the difference was but one point (91% vs. 92%); at Rutgers the difference in passing rates was only two percentage points (90% vs. 92%). The consistently small difference in passing rates in the subsequent English course is another indication of a pattern of successful remediation across the state.

While success in the first subsequent college-level course that required the skills just remediated is one valid indicator of the effectiveness of a remedial program, one would hope that the students' skills and success would transfer to other college courses. Consequently, subsequent indicators of academic progress must also be reviewed. A key comparison here is whether students who have completed remediation pass their subsequent college courses in similar proportions to non-remedial students. One would not necessarily expect equality in Grade Point Averages (GPA's) since non-remedial students are more likely to attain higher grade distributions as a group. In fact, the statewide GPA for the non-remedial group after the fourth semester was 2.61 while the students completing reading remediation posted a GPA of 2.23. The percentage of students in each group who post "C" or better averages can be a more sensitive indicator of academic health and survival. Statewide, 84% of non-remedial students had GPA's of "C" or better, while 68% of the reading-remediated students posted at least a "C" average. The 16 percentage point difference between the groups indicates that there is room for improvement. In fact, the difference in percentage of students at or above a "C" average improved in every sector compared with the 1983-85 cohort. The GPA difference between remediation completers and non-remedial students narrowed from 21% to 16% at the county colleges, from 14% to 12% at the state colleges and from 25% to 13% at Rutgers when the 1983-85 cohort was compared with that of 1984-86. This positive finding suggests that on average the remedial programs may be improving over time. Subsequent cohorts will have to be analyzed to discuss whether this improvement represents a consistent trend.

The successful survival rate (SSR) is a composite indicator which combines retention and the percentage of students at or above a GPA of "C." Here again the comparison between students not needing, those completing and those present but not completing remediation is instructive. Across all colleges, 54% of the non-remedial students were retained at the fourth semester with at least a "C" average. For completers of remediation the figure was 43%. However, for students who needed but did not complete reading remediation the SSR was only 17%.

In both the county college and state college sectors, comparison of the SSR of students not needing versus students completing remediation indicates only small differences in favor of the non-remedial students (41% vs. 36% at the county colleges; 57% vs. 54% at the state colleges). The improvement over the 1983-85 cohort that was noted above for the percentage of GPA's at or above C also appeared in the SSR measure. At the county colleges the 8% difference between the SSRs of the two student groups in 1983-85 shrank to 5% in 1984-86. In the state colleges the difference of 7% noted in 1983-85 fell to 3% for 1984-86.

At Rutgers the improvement in the SSR "gap" was also noted (25% in 1983-85 versus 13% in 1984-86). The size of the difference in SSR between the two student groups is larger at Rutgers than at the other sectors. This appears to be due not to lesser academic performance of remediated students at Rutgers compared to the other sectors but to the relatively higher retention of non-remedial students at Rutgers compared to the other sectors. An anomaly noted in the individual Rutgers campus profiles is the relatively high SSR of Rutgers students who do not complete their reading remediation (50%). This is three to four times greater than at the county and state colleges.

Since remedial courses carry no college credit toward graduation, students taking remedial courses will understandably accumulate fewer credits at the four semester point than non-remedial students. The extent to which remedial students are behind in total credits earned is an indication of the college time "cost" to the student incurred in the process of upgrading their skills. At the county colleges remediation completers averaged eleven credits behind (34 vs. 45) their non-remedial peers; at the state colleges the deficit was five credits (46 vs. 51) and, at Rutgers the difference was six credits (51 vs. 57). With the possible exception of the county college students, these deficits could be made up, if a student desired, by one summer of full-time course work.

Students who have completed remediation earn, on average, course credit totals in their fourth semester that are similar to those of non-remedial students. The fourth semester credits earned for reading remediated students in the county colleges was nine credits compared to eleven for non-remedial students; at the state colleges the average number of credits earned was identical (12) for the two groups and at Rutgers the remediation completers (13 credits) earned one credit less than the non-remedial students (14).

In summary, of the 11,699 students across the state who enrolled in needed reading remedial courses, 10,139 reached the final level of their college's remedial sequence and 7,922 passed. Students who passed were retained in the fourth semester at the same rate (64%) as their non-remedial peers. This finding is encouraging, since many would expect that underprepared readers would leave college in greater proportion than non-remedial students. In fact, students not completing needed remediation in reading had only a 28% retention rate in the fourth semester. In the subsequent English course, completers passed at an average rate of 83% compared to 87% of the non-remedial students. Their grade point averages in the fourth semester were above a "C" but approximately four tenths of a point less than the non-remedial students. In both their percentage of GPA's at or above a "C" and in their rate of successful survival in college, the remediation completers were behind the non-remedial group. However these discrepancies between the two groups have been getting smaller compared with the data reported for 1983-85.

WRITING *(see Table 2)*

Thirty-seven percent (range: 14-92%) of the full-time students (5,700) and thirty-one percent of the part-time students (2,055) at the county colleges were identified for writing remediation. At the state colleges 31% (range: 15-55%) of full-timers (2,226) and 29% of part-time students (367) were identified. Among the Rutgers colleges, 15% (range: 16-27%) of the full-time students (789) and 13% of part-time students (14) were identified for writing remediation. At the county colleges 95% (5,392) (range: 79-99%) of the full-time students identified for writing remediation had enrolled within four semesters. However, only 78% of the part-time students (1,611) were enrolled by the fourth semester. The latter percentage is below the Board's expectation of 90%. The state colleges enrolled an average of 98% (range: 95%-100%) of full-time students (2,173) who were identified as needing writing remediation but only 82% (300) of their part-time students who were identified for writing remediation. At Rutgers, 91% (range: 75-93%) of full-time students needing writing assistance were enrolled but only 71% of the part-time students (10).

The rigor of the colleges' enforcement of policies on remediation can be seen in the low percentages of students identified for remediation who were present at the colleges but had not yet enrolled in their remedial writing course by the fourth semester. For full-time students these percentages were 3% (range: 0-23%) at the county colleges (178 students), 1% (range: 0-2%) at the state colleges (15 students) and 5% (range: 5-5%) at Rutgers (42 students). The percentages of part-timers present but not appropriately enrolled were higher: 13% at the county colleges (271), 3% at the state colleges (11) and 14% at Rutgers (2).

Of the students enrolled statewide in the final level of remedial writing courses, 78% of full-time students and 72% of part-timers passed. For the full-time group, the highest passing rate was at Rutgers (96%) (range: 84-97%) followed by the state colleges (87%) (range: 62-95%) and the county colleges (71%) (range: 50-83%). The comparable rates for part-time students were 80% at Rutgers, 79% at the state colleges and 70% at the county colleges.

As in the reading skill area, students who completed their college's prescribed writing remedial sequence were compared, on a series of subsequent academic outcome measures, to non-remedial students and to students who were present in the fourth semester but had not yet completed remedial work. In the first such measure of program effectiveness, retention, students who completed remediation exceeded their non-remedial peers by one percentage point (64% vs. 63%) statewide. The non-completers, on the other hand, had retention rates averaging only 19%--more than three times lower than the non-remedial students. This pattern was found in every college sector. The retention percentages for the three study groups (non-remedial, remediation completed, and non-completed) in each sector were as follows: county colleges: 50%, 55% and 17%; state colleges: 68%, 73% and 24%; Rutgers: 85%, 86% and 39%. There is a clear, positive relationship between completing remedial writing and staying in college.

TABLE 2A

Policy Administration and Remedial Performance by Sector

Writing, 1984-1986

		COUNTY COLLEGES			STATE COLLEGES			RUTGERS UNIVERSITY			STATEWIDE[1]	
INDICATORS		#	%	(Range)	#	%	(Range)	#	%	(Range)	#	%
Tested	Full-Time	15,340	97	(90-100)	7,261	99	(97-100)	5,276	95	(93-97)	28,382	97
	Part-Time	6,649	86	(82-100)	1,270	91	(46-100)	105	36	(21-94)	8,026	85
Identified	Full-Time	5,700	37	(14-92)	2,226	31	(15-55)	789	15	(16-27)	8,839	31
for Remediation	Part-Time	2,055	31	(9-77)	367	29	(6-47)	14	13	(14-37)	2,436	30
Enrolled	Full-Time	5,392	95	(79-99)	2,173	98	(95-100)	421	91	(75-93)	8,410	95
(any level)	Part-Time	1,611	78	(46-100)	300	82	(60-100)	10	71	(70-75)	1,921	79
Present But												
Not Enrolled by	Full-Time	178	3	(0-23)	15	1	(0-2)	42	5	(5-5)	235	3
4th Semester	Part-Time	484	13	(0-100)	11	3	(0-40)	2	14	(0-20)	284	12
Pass Final	Full-Time	3,410	71	(50-83)	1,859	87	(62-95)	672	96	(84-97)	6,055	78
Level	Part-Time	950	70	(41-86)	231	79	(60-100)	8	80	(71-100)	1,195	72
[Retesting]												
Reaching Minimum	(See Individual College Profiles)											

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[1] Includes NJIT.

TABLE 2B

Student Performance Outcomes
Writing, 1984-1986

STUDENT OUTCOME MEASURES		COUNTY COLLEGES			STATE COLLEGES			RUTGERS UNIVERSITY			STATEWIDE[1]		
		a[2]	b[3]	c[4]	a	b	c	a	b	c	a	b	c
% Retained in 4th Semester	#	4,169	1,917	373	3,504	1,325	95	3,409	597	37	11,358	3,916	509
	%	50	55	17	68	73	24	85	86	39	63	64	19
Range		16-60	34-66	2-34	48-74	65-77	3-64	67-86	75-87	17-42			
% Pass Subsequent College Course		81	74		93	84		93	92		87	80	
Range		70-100	39-92		87-100	76-98		89-93	92-92				
# Credits Attempted		51	42	30	55	50	40	58	52	46	55	46	33
Range		38-59	28-59	13-48	50-64	41-62	32-45	55-58	50-52	37-47			
# Credits Earned		44	33	24	51	44	33	56	49	41	50	40	27
Range		35-53	22-41	3-39	46-57	33-53	8-41	54-56	48-49	34-42			
Cumulative GPA		2.54	2.12	1.85	2.63	2.26	1.88	2.70	2.30	2.01	2.62	2.20	1.87
Range		2.39-2.87	1.90-2.63	0.66-2.40	2.45-2.80	2.10-2.46	0.37-2.10	2.70-2.80	2.30-2.30	2.00-2.10			
% GPA Greater Than "C"		81	62	52	85	67	36	86	69	46	84	65	50
Range		73-96	46-88	0-83	79-90	53-77	0-53	86-91	68-80	46-50			
% Successful Survival		41	34	9	57	49	6	73	59	18	53	42	9
Range		11-51	24-53	0-20	41-65	40-57	0-15	61-74	59-60	8-19			

[1] Includes NJIT.

[2] a= Students not needing remediation.

[3] b= Students completing remediation.

[4] c= Students not completing remediation.

Remedial writing courses most directly prepare students for their subsequent, college-level English composition course. Statewide 80% of remediation-completed students passed their subsequent English composition course compared to 87% of non-remedial students. At the county colleges, the difference in passing rates was also 7 percentage points (81% vs. 74%); in the state colleges the difference was 9 percentage points (93% vs. 84%), while at Rutgers the difference was only one point (93% vs. 92%). These differences are somewhat larger than the passing rate differences observed in the reading skill area and suggest that there is room for improvement at some institutions in both the county and state sectors. Individual college profiles address this issue where appropriate (see Section C).

After four semesters, students who completed writing remediation had earned, on average statewide, forty credits compared to fifty credits for non-remedial students. This ten point credit deficit varied by sector, however, with the difference averaging eleven credits in the county colleges (33 vs. 44), and seven at both the state colleges (44 vs. 51) and at Rutgers (49 vs. 56). As noted in the reading section, a credit deficit of seven can be made up within one summer by motivated students. In the fourth term, students who completed their writing remediation attempted and earned credit totals that were very close to those of non-remedial students. In the county colleges the completers averaged nine credits earned versus eleven for non-remedial students. At the state colleges, the completers averaged 11 credits versus 13 for their non-remedial peers. At Rutgers, the writing completers earned 12 fourth-semester credits compared to 14 for the non-remedial students.

The cumulative GPA's of writing-remediated students statewide were slightly lower than those of non-remedial students after the fourth semester (2.20 vs. 2.62). The cumulative GPA of the 509 students who remained in the colleges without having completed remediation, however, was only 1.87, indicating that many of these students were in academic jeopardy. Across all sectors, 65% of remediation-completed students had GPA's at or above a "C," while 84% of non-remedial students posted "C" or better averages. Across the college sectors the "percentage above C" difference between the groups was: county colleges 19% (81% vs. 62%); state colleges 18% (85% vs. 67%); and Rutgers 17% (86% vs. 69%). As was noted in the reading skill discussion, these differences for the 1984-86 cohort are slightly smaller than reported for 1983-85. At the county colleges difference improved from 21% in 1983-85 to 19% in 1984-86; the state colleges were constant at 18% and the difference for the two Rutgers cohorts improved from 20% to 17%.

The SSR of the non-remedial group statewide was 53% compared to 42% for the completers and only 9% for the students who did not complete remediation. In the individual sectors the SSR differences between the groups who did not need remediation and those who completed it were: county colleges 7% (41% vs. 34%); state colleges 8% (57% vs. 49%); and Rutgers 14% (73% vs. 59%). In each sector, these differences were smaller than those observed in the 1983-85 cohort. The difference at the county colleges decreased from 8% to 7%, at the state colleges from 10% to 8% and at Rutgers from 19% to 14%. This improvement on a summative measure like the SSR suggests that overall the programs are improving in helping writing-deficient students not only to stay in college but to close somewhat the "GPA gap" that exists between them and their non-remedial peers.

In summary, of the 10,331 students statewide who were enrolled in remedial writing courses, 9,424 reached the final level at their respective colleges and 7,251 passed. Students who passed were retained at their colleges in the fourth semester at a slightly higher rate (64% vs. 63%) than non-remedial students. Students who did not complete needed writing remediation, on the other hand, had only a 19% retention rate in the fourth semester. In the subsequent English composition courses, the passing rate of students who had completed remediation was within seven percentage points of that of the non-remedial students (80% vs. 87%). As with students completing reading remediation, the grade point averages of the writing completers were above a "C" (2.20) but fell four tenths of a point below that of their non-remedial peers (2.62). The percentage of writing remediation completers whose GPA's were at or above a "C" was 19 percentage points below that of the non-remedial students. However, it was noted that in every sector the difference between the two groups of students had narrowed when the 1983-85 cohort was compared to 1984-86.

COMPUTATION *(see Table 3)*

Across the public colleges a third of the full-time students (9,412) and 47% of the part-timers (3,805) were identified as needing remedial work in computation. The need varied widely across sectors with 49% (range: 21-93%) of full-time students and 51% (range: 12-83%) of part-time students being identified at the county colleges; 26% (range 17-51%) of full-time and 34% (range: 12-77%) of part-timers identified at the state colleges; no need or program was reported at Rutgers.

Enrollment in the necessary computation course(s) was reported for 85% (range: 21-95%) of full-time county college students (6,416), and 93% (range: 79-100%) of full-time state college students (1,764).

At the county colleges 6% (range: 0-64%) of the full-timers (484) and 10% (range: 0-29%) of the part-timers (357) identified for remediation were present in the fourth semester but not yet enrolled in the required remedial course. In the state colleges, 3% (range: 0-5%) of full-time students (48) were present but not yet enrolled (9% and 38 students for part-timers).

Of the students in the colleges' final levels of computation, 71% of both full and part-timers passed. Within the county colleges, the average passing rate was 66% (range: 29-79%) for full-time students and 70% (range: 33-100%) for part-time students. Within the state colleges, full-timers passed at an average rate of 85% (range: 66-91%) while an average of 76% (range: 61-100%) of the part-timers passed.

As in the other remedial skill areas, the effectiveness of the computation assistance was judged by comparing the completers with the two other student groups: those who never needed remediation and those who needed but did not complete remediation. However, assessing the effectiveness of the computation programs has proven more difficult than the other areas because of 1) the sequential nature of the computation and algebra curricula at many institutions, 2) the variety of "subsequent" courses that colleges have selected for the follow-up of completers, and 3) the fact that at some institutions, some of the computation completers may also have taken elementary algebra before their follow-up college courses, thus "mixing" the cohort in unknown ways. Where pertinent, these complications are discussed in individual college profiles.

TABLE 3A

Policy Administration and Remedial Performance by Sector

Computation, 1984-1986

		COUNTY COLLEGES			STATE COLLEGES			RUTGERS UNIVERSITY			STATEWIDE[1]	
INDICATORS		#	%	(Range)	#	%	(Range)	#	%	(Range)	#	%
Tested	Full-Time	15,340	97	(90-100)	7,261	99	(97-100)	Not Offered			28,382	97
	Part-Time	6,649	86	(22-100)	1,270	91	(46-100)				8,026	85
Identified for Remediation	Full-Time	7,518	49	(21-93)	1,894	26	(17-51)				9,412	33
	Part-Time	3,372	51	(17-83)	433	34	(12-77)				3,805	47
Enrolled (any level)	Full-Time	6,416	85	(21-95)	1,764	93	(79-100)				8,180	87
	Part-Time	3,018	90	(15-100)	275	64	(56-100)				3,293	87
Present But Not Enrolled by 4th Semester	Full-Time	484	6	(0-64)	48	3	(0-5)				532	6
	Part-Time	354	10	(0-100)	38	9	(0-29)				392	10
Pass Final Level	Full-Time	3,826	66	(29-79)	1,499	85	(60-91)				5,368	71
	Part-Time	1,106	70	(33-100)	203	76	(61-100)				1,512	71
[Retesting] Reaching Minimum	(See Individual College Profiles)											

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[1] Includes NJIT.

TABLE 3B

Student Performance Outcomes
Computation, 1984-1986

STUDENT OUTCOME MEASURES		COUNTY COLLEGES			STATE COLLEGES			RUTGERS UNIVERSITY			STATEWIDE[1]		
		a[2]	b[3]	c[4]	a	b	c	a	b	c	a	b	c
% Retained in 4th Semester	#	3,823	2,298	681	3,094	1,083	109		Not Offered		6,917	3,381	790
	%	51	56	20	70	71	27				58	60	21
Range		26-70	25-63	0-68	62-75	33-81	4-45						
% Pass Subsequent College Course		73	64		95	87					82	72	
Range		54-92	21-100		77-99	59-99							
# Credits Attempted		51	42	35	55	52	41				53	45	36
Range		35-60	30-59	9-59	49-63	42-62	32-50						
# Credits Earned		45	34	27	51	46	35				48	38	28
Range		32-52	25-43	3-41	45-56	34-92	8-42						
Cumulative GPA		2.52	2.17	1.88	2.61	2.32	2.07				2.56	2.22	1.91
Range		2.40-2.80	1.93-2.60	1.00-2.20	2.40-2.80	2.09-2.45	0.37-2.60						
% GPA Greater Than "C"		82	65	52	84	70	59				83	66	53
Range		57-96	45-94	10-81	76-90	58-78	40-83						
% Successful Survival		42	36	10	58	48	13				79	39	11
Range		23-54	19-49	0-39	50-65	21-54	0-24						

[1] Includes NJIT.

[2] a- Students not needing remediation.

[3] b- Students completing remediation.

[4] c- Students not completing remediation.

With these caveats in mind, the first comparison, that of retention rates, indicates that statewide 60% of the students who completed computation remediation were retained in the fourth semester compared with 58% of the non-remedial students and 21% of the students who did not complete remediation. The same pattern is evident, though at different absolute values, at the county and state colleges. In the county colleges 56% (range: 25-63%) of the completers were retained compared with an average of 51% (range: 26-70%) of the non-remedial students and 20% (range: 0-68%) of the non-completers. In the state colleges, 71% (range: 33-81%) of the completers were retained compared with an average of 70% (range: 62-75%) of the non-remedial students and an average of 27% (range: 4-45%) of the students who did not complete remediation. This pattern of retention rates is a positive one for the students completing remediation and is similar to that observed in reading and in writing.

Whereas remedial course instructors in a writing program can target the skills taught toward that college's subsequent English composition course, computation instructors find that their students may go on into either remedial algebra or, in some colleges, directly into quantitatively-oriented content courses in business, economics, psychology, etc. Consequently the follow-up course passing rates reported by colleges are made up of a diverse set of courses. Nevertheless, the statewide average difference between computation completers and their non-remedial peers was 10%, i.e., 72% passing versus 82%, respectively. In the county colleges the average subsequent course passing rate for the completers was 64% (range: 21-100%); for the non-remedial students it was 73% (range: 54-92%). In the state colleges an average of 87% (range: 59-99%) of the computation completers passed the subsequent course compared to 95% (range: 77-99%) of the non-remedial students.

After four semesters, students who completed computation remediation averaged a total of 38 credits earned versus 48 credits for non-remedial students. At the county colleges the difference between the two student groups was 11 credits (34 vs. 45) and at the state colleges the difference was only five credits (46 vs. 51). In the fourth term, county college students who had completed remediation earned an average of nine credits compared to 11 for non-remedial students. At the state colleges, the fourth term credits earned averages were identical for the two groups (12).

Inspection of the statewide average of the fourth semester cumulative GPA's of the non-remedial, remediation-completed and non-completed students reveals a pattern similar to that found in the reading and writing skill areas. Remediation-completers are maintaining averages above a "C" (2.22) but about a third of a point (.34) below the GPA's of non-remedial students (2.56). However, the 790 students who remained at public colleges statewide who had not yet completed required computation remediation were posting average GPA's below "C," (i.e., 1.91). While the standing of the three study groups in terms of mean GPA relative to each other shows a pattern similar to the reading and writing areas, a comparison with the 1983-85 computation cohort suggests some slippage in terms of the percentage of remediation-completed students who maintained GPA's at or above a "C." For the present (1984-86) cohort the difference in GPA at or above "C" between the two study groups at the county colleges was 17% (i.e., 82% for non-remedial vs. 65% for the completers). In the 1983-85 cohort the difference was only 12 percentage points (i.e., 79% vs. 65%). Thus the "GPA Gap" between remediation completed and non-remedial students appears to have worsened. Most of the widening in the gap, however, seems to have come from the better performance of the county college non-remedial group in 1984-86. The difference between the two study

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groups at the state colleges was 14% (i.e., 84% of non-remedial students were at or above "C" vs. 70% for computation completers). The difference for the 1983-85 cohort was 13 percentage points (86% vs. 73% respectively), indicating a one percentage point worsening in the relative position of the remediation-completed students compared with the non-remedial students.

When the SSR's of the two study groups are compared across cohorts, a similar picture emerges. The difference in SSR's for 1984-86 was six percentage points at the county colleges (42% vs. 36%) and ten percentage points at the state colleges (58% vs. 48%). For the 1983-85 cohort the county college difference was only four percentage points (43% vs. 39%) and the state college difference only seven percentage points (59% vs. 52%)--both "gaps" were smaller for the previous cohort, suggesting a deterioration in the relative position of the remediation-completed students.

In summary, of the 11,473 students who enrolled in needed computation remediation, 9,691 reached the final level of their college's computation offerings and 6,880 passed. The passing percentages tend to be lower in computation than in reading or writing. Students who passed were retained at a slightly higher rate (60%) in their fourth semester than their non-remedial counterparts (58%). While encouraging as a pattern, the fact that the retention rate for computation completers is four percentage points lower than that of reading or writing completers suggests that more could be done to help such students stay in college.

In a variety of subsequent college-level courses requiring some quantitative skill, the students who completed computation remediation passed the courses at rates that averaged within ten percentage points (72% vs. 82%) of non-remedial students in the same courses.

Students completing computation maintain cumulative GPA's above a "C" (2.22) but not as high as non-remedial students (2.56). It was noted that in the percentage of GPA's at or above a "C" and in SSR the present cohort of students showed greater disparities between themselves and their non-remedial peers than were evident in the 1983-85 cohort.

ELEMENTARY ALGEBRA *(see Table 4)*

The identification of students for colleges' programs in remedial elementary algebra is not accomplished with the same relative consistency as is the case statewide in reading, writing and computation. While no colleges set their placement criteria on the NJCBSPT below that suggested by the Council, many, in the Council's view, underidentify the need for enrollment in elementary algebra courses by making the requirement contingent upon a student's choice of major or program. Thus, in many colleges, only students in math-related majors are required to remediate their ninth grade algebra skills.

At the county colleges 40% (range: 4-89%) of the full-time students (6,089) and 43% (range: 2-93%) of the part-time students (2,869) were identified for elementary algebra remediation. In contrast, the state colleges, whose admission standards are more selective, identified higher percentages of their freshmen classes for algebra remediation. The reason for the disparity between sectors is that most of the state colleges required elementary algebra of skills-deficient students, regardless of intended

TABLE 4A

Policy Administration and Remedial Performance by Sector

Elementary Algebra, 1984-1986

		COUNTY COLLEGES			STATE COLLEGES			RUTGERS UNIVERSITY			STATEWIDE[1]	
INDICATORS		#	%	(Range)	#	%	(Range)	#	%	(Range)	#	%
Tested	Full-Time	15,340	97	(90-100)	7,261	99	(97-100)	5,276	95	(93-97)	28,382	97
	Part-Time	6,649	86	(22-100)	1,270	91	(46-100)	105	36	(21-94)	8,026	85
Identified for Remediation	Full-Time	6,089	40	(4-89)	3,309	46	(23-86)	899	17	(13-23)	10,297	36
	Part-Time	2,869	43	(2-93)	888	70	(12-96)	52	50	(33-88)	3,809	47
Enrolled (any level)	Full-Time	3,575	59	(18-91)	2,544	77	(39-97)	526	59	(54-91)	6,645	65
	Part-Time	1,401	49	(8-100)	448	50	(19-88)	33	63	(43-78)	1,882	49
Present But Not Enrolled by 4th Semester	Full-Time	726	12	(0-36)	50	2	(0-3)	291	32	(7-37)	1,067	10
	Part-Time	529	18	(0-100)	61	7	(0-45)	7	13	(9-22)	597	16
Pass Final Level	Full-Time	2,239	65	(25-83)	2,043	83	(75-93)	394	77	(69-94)	6,418	73
	Part-Time	912	69	(20-100)	349	80	(43-100)	15	75	(64-100)	1,777	72
[Retesting] Reaching Minimum	(See Individual College Profiles)											

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[1] Includes NJIT.

TABLE 4B

Student Performance Outcomes
Elementary Algebra, 1984-1986

STUDENT OUTCOME MEASURES	COUNTY COLLEGES			STATE COLLEGES			RUTGERS UNIVERSITY			STATEWIDE[1]		
	a[2]	b[3]	c[4]	a	b	c	a	b	c	a	b	c
% Retained in 4th Semester #	3,232	1,408	1,031	2,287	1,581	225	3,876	341	360	8,395	3,330	1,616
%	52	64	27	68	77	35	85	86	72	68	72	33
Range	20-70	20-83	4-60	22-75	62-88	23-86	70-86	78-88	44-75			
% Pass Subsequent College Course	76	64		91	88		70	65		81	74	
Range	60-96	33-96		81-99	60-99		64-76	56-92				
# Credits Attempted	49	43	37	54	52	43	58	50	53	54	48	41
Range	35-62	29-62	26-59	48-61	45-56	33-50	54-58	50-52	46-54			
# Credits Earned	44	38	29	50	48	36	55	47	50	51	44	35
Range	32-51	20-48	21-58	43-57	41-52	29-46	51-56	47-49	43-50			
Cumulative GPA	2.48	2.37	2.05	2.61	2.47	1.98	2.68	2.42	2.40	2.61	2.43	2.13
Range	2.30-2.79	1.83-3.60	1.07-3.33	2.40-2.90	2.31-2.60	1.71-2.11	2.50-2.70	2.40-2.50	2.30-2.60			
% GPA Greater Than "C"	77	74	60	82	79	55	85	77	76	82	76	64
Range	57-93	42-100	25-60	71-93	71-84	43-73	82-90	75-87	67-77			
% Successful Survival	40	47	16	54	59	18	72	66	55	56	53	21
Range	17-53	20-59	3-60	20-69	50-65	12-63	62-73	64-74	31-58			

[1] Includes NJIT.

[2] a= Students not needing remediation.

[3] b- Students completing remediation.

[4] c= Students not completing remediation.

major. In the state colleges, 46% (range: 23-86%) of the full-time students (3,309) were identified for elementary algebra remediation, as were 70% (range: 12-96%) of the part-time students (888). At Rutgers, which follows the "math-intensive major only" policy for elementary algebra identification at the New Brunswick campus, only 17% (range: 13-23%) of the full-time students (899) were identified for algebra. However, 50% (range: 33-88%) of the small cohort (52) of part-time students were required to take algebra remediation at Rutgers.

In addition to the problem of the underidentification of students to be required to take algebra remediation, the colleges also appear to have more difficulty in enforcing the algebra enrollment requirement for those students who are identified. Percentages required for algebra enrollment within four semesters are much lower than for reading, writing and computation. The reasons for the lower enrollment percentages in elementary algebra are not necessarily due to laxity in the colleges' registration procedures. Rather they are rooted in the sequential nature of mathematics remediation and the relatively low passing rates in remedial computation. Students with the weakest mathematics skills must take and pass computation before they can go on to their algebra course. Failures in and repetition of computation courses take time. When the stop-out and drop out rates are factored in, it is not surprising that no sector of higher education is enrolling an average of 90% of the algebra identified students within four semesters.

In fact, the county colleges enrolled an average of only 59% (range: 18-91%) of their full-time algebra identified students (3,575) within four semesters and 49% (range: 8-100%) of their part-time students (1,401). The state colleges enrolled an average of 77% (range: 39-97%) of their full-time students (2,544) but only 50% (range: 19-88%) of their part-time students (448) in needed algebra remediation. At the Rutgers campuses, an average of only 59% (range: 54-91%) of the full-time, algebra-identified students were enrolled within four semesters while 63% (range: 43-78%) of the part-timers were enrolled. The enrollment rates, particularly for the full-time students at Rutgers, are far lower than those attained at the state colleges and should be improved.

Of the students who did enroll in remedial algebra, a statewide average of 73% of the full-time students passed. Passing rates were highest in the state colleges, followed by Rutgers and the county colleges. In the county colleges 65% (range: 25-83%) of the full-time students (2,239) passed the final level of elementary algebra remediation, while 69% (range: 20-100%) of the part-time students (912) passed. The state colleges reported a mean passing rate of 83% (range: 75-93%) for full-timers (2,043) and 80% (range: 43-100%) for part-timers. At Rutgers the full-time student passing rate was 77% (range: 69-94%) for the 394 students enrolled on the final level and 75% (range: 64-100%) for the small cohort (15) of part-timers at the University.

When the students who completed needed algebra remediation are compared to their non-remedial peers with respect to retention rates at the fourth semester, the results are encouraging. Statewide, the four semester retention rate for those completing algebra remediation was 72% compared with 68% for non-remedial students and only 33% for students needing but not completing remediation. The four percentage point advantage in retention rates of the algebra completers over their non-remedial peers is greater than that observed in the other skill areas. The positive effect of algebra remediation on retention was present in all sectors but strongest in the county and state colleges. Across the county colleges, an average of 64% (range: 20-83%) of the algebra-completers were retained compared with 52% (range: 20-70%) of non-remedial students and only 27% (range: 4-60%) of the students who did not complete remediation. At the state colleges, an average of 77% (range: 62-88%) of the algebra completers were retained at four semesters. In contrast, non-remedial algebra students had a 68% (range: 22-75%) retention rate and students not completing needed algebra remediation had only a 35% (range: 23-86%) retention rate. At Rutgers, the retention rates are higher and there is little difference between non-remedial students and algebra completers. The four semester retention rate for students completing remediation was 86% (range: 78-88%); for non-remedial students the rate was 85% (range: 70-86%) and for students not completing remediation it was 72% (range: 44-75%).

Students completing algebra remediation requirements may, depending upon their colleges' general education configuration and major requirements, go on to take a college level mathematics course. Colleges were required to report on the students who did proceed to their first college credit mathematics course, compared with non-remedial students in the same course(s). The statewide comparison of such students indicated that an average of 74% of the algebra remediation completers passed their subsequent math course while 81% of the non-remedial students passed the same courses. The difference in passing rates between the two student groups was greatest at the county colleges where 64% (range: 33-96%) of the algebra completers passed in their subsequent math course compared to 76% (range: 60-96%) of the non-remedial students. In the state colleges, the difference between the two groups in subsequent math passing rates was smaller. Algebra completers passed at a average rate of 88% (range: 60-99%) while non-remedial students averaged a 91% (range: 81-99%) rate of passing. At Rutgers, students completing remediation had an average percent passing of 65% (range: 56-92%) compared to 70% (range: 64-76%) for non-remedial students in the same mathematics courses.

Of the four remedial areas, elementary algebra completers averaged the highest total of credits earned (44) over the four semester study, just seven credits fewer than the non-remedial students (51). At the county colleges, algebra completers were six credits behind their non-remedial peers (38 vs. 44 credits). At the state colleges, the credit total difference was only two credits (48 vs. 50) and at Rutgers the difference was eight credits (47 vs. 55). Reviewing the fourth semeseers alone, it can be seen that the credits earned totals for the completers and the non-remedial students are very close, indicating that the two groups are proceeding at nearly the same pace through college. In the county colleges the fourth semester difference was one credit (10 vs. 11) earned. In the state colleges there was no difference between the groups in the fourth semester (i.e., 12 credits average for each). At Rutgers the difference in the fourth semester was two credits (12 vs. 14) earned.

Students completing algebra remediation posted the highest cumulative grade point averages (2.43) of any of the remediation-completed groups. Their GPA's were only .18 of a grade below their non-remedial peers (2.61). indicating relatively strong performance across a variety of courses. Students not completing needed algebra remediation, however, also posted cumulative GPA's above a "C" (2.13). One reason for the relatively good GPA's of students in this category is that they do not elect to take math-related courses where their lack of basic algebra skills would place them at a disadvantage. Such math avoidance, however, does narrow the number of possible majors that such students can choose from.

Paralleling the good results in the average GPA's of algebra completers, their group average percentage of students with GPA's above a "C" was also the highest (76%) of all of the remedial skill areas. Algebra completers came the closest of the remedial groups to matching the percentage of GPA's at or above "C" posted by the comparison, non-remedial group (82%). Algebra completers were however, numerically the smallest of the remedial groups. On average they also attempted (48) and earned (44) more credits over the four semesters than the other groups. It should be noted, however, that the discipline or skills groups represented in this study can and do contain students with single, double or triple remedial needs. That is, a given student in a particular college may appear in more than one remedial group. As such, the groups are overlapping and cannot be compared as unique entities, one against another. The fact that the algebra completers have higher GPA's and credits earned may be due to a higher proportion of students in this group with only one remedial need. This sub-group would be slightly more able, spend less course time in remediation and consequently be able to register for more college credit bearing courses in their first four semesters than groups with higher proportions of students with multiple remedial needs.

The pattern of algebra completers posting the highest percentage of GPA's at or above "C" is consistent across all the college sectors. At the county colleges the percentage at or above "C" for completers was 74% (range: 42-100%) compared to 77% (range: 57-93%) for non-remedial students. In the state colleges, algebra completers registered 79% (range: 71-84%) at or above "C" versus the 82% (range: 71-93%) posted by the non-remedial students. At Rutgers the algebra completers averaged 77% (range: 75-87%) equal to or above a "C" compared to 85% (range: 82-90%) for non-remedial students. The disparity between the two groups was greater at Rutgers (eight percentage points) than at either the county (three percentage points) or the state colleges (three percentage points).

Inspection of the successful survivor rates indicates that the algebra completers were very close to the non-remedial students in terms of the statewide percentages (53% successfully retained vs. 56%). In both county and state college sectors the algebra completers, in fact, exceeded the rates for non-remedial students. At the county colleges the SSR for algebra completers was 47% (range: 20-59%) compared to only 40% (range: 17-53%) for non-remedial students. At the state colleges the SSR for algebra completers was 59% (range: 50-65%) compared to 54% (range: 20-69%) for the non-remedial group. At Rutgers the absolute values of the SSR's were higher, but the SSR of 66% (range: 64-74%) for the algebra completers fell behind that of the non-remedial group (72%, range: 62-73%) by six percentage points.

The pattern of higher GPA's for algebra-remediated students than in the other skill areas, combined with SSR's which in county and state college sectors exceed those of non-remedial students was consistent with the findings for the 1983-85 cohort.

In summary, of the 8,527 students who enrolled in needed elementary algebra remediation, 8,195 reached the final level of their colleges' course sequence and 5,964 passed. In every sector, the students who completed remediation were retained at the fourth semester in college at a higher rate (72%) than students who never needed algebra remediation (68%). The four point advantage in retention rate was the highest recorded among the four remedial areas.

In their first subsequent college level mathematics courses, algebra remediation completers who were followed-up averaged a 74% passing rate statewide, compared to 81% for non-remedial students in the same courses. The seven percentage point difference was the same as that noted for writing remediated students in subsequent English composition courses but a wider gap than the four percentage point difference observed in reading.

Students completing algebra remediation posted the highest four semester cumulative grade point averages (2.43) observed for any of the skill areas and closest to that of the non-remedial comparison group (2.61). Similarly, the percentage of algebra completers posting GPA's at or above a "C" was the highest of the skill areas (76%) and came closest (within six percentage points) to the non-remedial group (82%).

At both the county and state colleges, the successful survival rate of algebra completers exceeded that of the non-remedial students. The favorable combination of higher retention rates and strong GPA's for the completers made algebra the only skill area where this reversal occurred. The positive findings for algebra-remediated students, especially the possible beneficial effect on subsequent GPA's, lend support to the Basic Skills Council's recommendation that elementary algebra remediation be required of all algebra deficient students, regardless of their intended major.

E. RECOMMENDATIONS

1. This report lists "areas of concern" for each college's remedial programs. These judgments were produced after thorough analysis and consensus by the Council's Assessment Advisory Committee. It is recommended that the Department of Higher Education (DHE) call on each of the colleges to respond in writing to the concerns raised in the profiles, especially in light of any changes that may have been implemented on the campuses since the data in this report were submitted.

2. The standards set for acceptable performance by remedial programs on each of the outcome indicators referenced in this report were labeled "provisional" by the Assessment Committee. The Basic Skills Council recommends that the DHE seek further input from the colleges to aid in refining the standards. The Council invites the colleges both to contribute more fully to definitions of program performance standards and to interpret more productively the significance of their own program statistics. The Council invites a statewide discussion of standards and methods of assessment.

3. Improvement in the areas of concern identified in the college profiles will more likely be forthcoming if faculty and remedial program directors can express their initiative in seeking funding targeted for program improvement. The DHE's grant programs have succeeded in providing such a vehicle for course improvement, equipment acquisition, pre-college articulation, and the like but have, to date, specifically excluded remedial programs and courses. The Council recommends that the Department identify grant funding sources for which remedial programs will be eligible. These sources should be separately earmarked for reading/writing and for mathematics.

4. The Council's guidelines for the preparation of institutional effectiveness reports should be viewed as minimum evaluation requirements. The Council once again urges colleges to conduct local research efforts that focus on areas needing improvement, that serve to advance the effectiveness of student learning in established programs, and that evaluate patterns over time to reveal more about the strengths and weaknesses of individual programs. Such local studies should be formally presented to the institution's Board of Trustees. The Council would welcome the receipt of such reports from institutions for the purpose of sharing information among colleges.

5. Local institutional research focusing on the impact of remedial programs should be a funding priority for campus administrators. However, in the course of preparing individual college profiles for this report it often became clear that there are research questions which transcend the individual campus. Examples of such questions might include investigations of the optimum match between student placement test score distributions and the number of course levels of remediation required; the match between student learning styles and faculty-chosen modes of instruction; or, the relation between "concurrent enrollment" and chance of graduation. To study such issues on a large-scale basis, the Council recommends that the DHE create a commissioned research fund on which the Basic Skills Council could draw to hire consultants capable of conducting research of this type.

6. Faculty teaching basic reading, writing and mathematics courses should have access to the latest research on effective teaching methods. The Council recommends that the Board of Higher Education continue to foster statewide networks designed to collect and exchange information on pedagogical methods.

APPENDIX A

Guidelines for Preparation of Institutional Report on Remedial Program Effectiveness

GUIDELINES FOR PREPARATION OF 1985 INSTITUTIONAL REPORT ON REMEDIAL PROGRAM EFFECTIVENESS

1.0 DEFINITION OF TERMS

For a meaningful interpretation of data reported in the effectiveness report, it is necessary that while analyzing the data, all institutions should keep the following definitions in mind:

1.1 COHORT: The study group should be confined to the "Fall 1984" cohort of students (i.e., students tested with the NJCBSPT in Summer/Fall 1984)

1.2 COMPLETED REMEDIATION: Students identified as needing remediation in the specific basic skill area who enrolled in the appropriate course (or courses if more than one level of remediation was required) and who successfully completed ALL levels of remedial courses in the specific basic skill area.

1.3 FULL-TIME/PART-TIME: Based on students' enrollment status in their entering Fall semester--i.e., Fall 1984 as recorded at the end of the institution's drop/add period (usually the tenth day of classes).

1.4 GPA: Grade Point Average based on college-level (non remedial) courses. Include students who have 0.00 GPA in your calculations. If students received incompletes or withdrew from courses, do not include these courses in your GPA data, but do include their information in the credit attempted variable.

1.5 OTHER METHODS: Students identified as completing remediation by other methods refers to students who completed remediation by means other than coursework. These may include 'testing out' (e.g. challenge exams), individualized instruction, workshops, etc.

1.6 REMEDIAL: The term remedial in these guidelines includes both "remedial" and "developmental" programs designed to help skills-deficient students improve their basic skills in the areas of reading, writing, computation, and elementary algebra.

1.7 REMEDIAL AREAS: Data should be analyzed and reported separately for each of the four basic skills areas, viz., reading, writing[1], computation, and elementary algebra[2].

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[1] The distinction between the areas of reading and writing may be ignored if the institution treats them as part of a single area of verbal skills.

[2] The distinction between computation and elementary algebra may be ignored if the institution treats them as part of a single area of mathematics skills.

1.8 SUCCESSFUL SURVIVAL RATE: Based on survival rate and grade point average. For the four semester follow-up, the term and cumulative successful survival rates represent the following: (1) term successful survival rate represents the percentage of the Fall, 1984 students who were still enrolled at your institution in the Spring, 1986 semester and who attained a term grade point average of 2.0 or better in the Spring, 1986 semester; and (2) cumulative successful survival rate represents the percentage of the Fall, 1984 students who were still enrolled at your institution in the Spring, 1986 semester and who attained a cumulative grade point average of 2.0 or better at the end of Spring, 1986.

2.0 HISTORY OF PROGRAM

Important to an understanding of a program's effectiveness is a perspective of that program--how did it start, how far has it come, and where is it headed. Briefly summarize, in about two pages, major developments in regard to placement policies, remedial instruction, support services, supervision of program, etc. Describe in a separate section significant changes in the above areas since last year's report was written. Include changes decided or planned for the 1986-87 academic year.

3.0 DESCRIPTION OF PROGRAM

3.1 Placement Policies and Procedures

Describe current placement policies. Responses to the following questions would help toward a better understanding of these policies.

a. What rationale and/or data were used in setting the placement policies?

b. How are students informed of their basic skills test results and any need for remediation?

c. Is placement in remedial courses required or optional in each of the skills areas? If required, how soon must students enroll in remedial courses?

d. How much time are students allowed to meet college's minimum proficiency requirements?

e. Does the college have a policy which prevents skills deficient students from enrolling in college-level courses? If yes, describe the policy.

f. How are placement policies monitored and enforced?

g. What changes occurred from 1984 to 1985 and from 1985 to 1986?

3.2 Placement and Exit Criteria

Describe the placement criteria used in each of the skills areas of reading, writing, math computation and elementary algebra. How are the criteria set and how are they validated--i.e., how does the institution determine that the use of the criteria is resulting in appropriate placement of students in remedial versus college-level courses?

Are the exit criteria in each of the remedial courses or sequences of courses the same as the college's definition of minimum proficiency (or placement criteria)? If not, describe the relationship between the two. Also, describe how it is ensured that students passing a remedial course have attained at least the minimum skill proficiency required in that area.

3.3 Remedial Courses

Describe the remedial courses in the four skill areas in terms of objectives, topics covered, modes of instruction, (e.g.lecture, computer assisted instruction, etc.), out-of-classroom instructional requirements (e.g., tutorials, skills labs, etc.). Describe the relationship among these courses in terms of sequence, prerequisites, and articulation with regular college-level courses.

3.4 Staffing of Remedial Courses

Describe whether or not your college provides or requires any special training for those faculty members who teach remedial courses.

Describe the procedure which is used to ensure appropriate interaction between remedial and non-remedial faculty on curriculum matters.

3.5 Support Services

Describe what and how instructional and noninstructional support services are provided to aid remedial students (e.g. counseling, academic advisement, tutorials, mentors, etc.). Briefly describe any efforts you have made to evaluate these services.

4.0 RESULTS

4.1 Efficacy of Placement Policies and Remedial Programs

Institutions may choose to describe the efficacy of their placement policies and remedial program in a variety of ways, but the description should include, at the minimum, the following data:

For each of the four basic skills areas, and separately for part-time and full-time students, supply the following sets of tables. The data for the first two columns in Table A should be identical to that reported in the 1984 Annual Basic Skills Questionnaire filled out by the college. If changes are made explain where and why.

4.11 Table A- Testing and Placement of Students

i.Number of students tested (take from Table 1, total of lines #2 and #3 of the 1984 Annual Questionnaire).

ii.Number and percent of tested students identified for remediation for each basic skills area (take from Table 2, lines A-E of the 1984 Annual Questionnaire).

iii. Number and percent of all students identified as needing remediation in column 2 and enrolled in remediation in any semester from Summer 1984 to Spring 1986. Each student should be counted only once per skill area; numbers should be unduplicated.

iv. Number and percent of students identified as needing remediation in column 2 who are enrolled in Spring 1986 but have never enrolled in a remedial course.

You may also want to identify separately those students who have not enrolled in all required remediation because of the sequential nature of some courses. If you choose to report these additional data, be specific. Do not include in category iv. above students who may have been identified as needing remediation but who later were changed to "not needing remediation" (e.g., passed a challenge exam or successfully appealed a placement decision).

SEE SAMPLE TABLE A IN APPENDIX A FOR AN ILLUSTRATION OF THIS TABLE

4.12 Table B- Enrollment in and Completion of Courses

i Number of students enrolled in the final level of the respective remedial courses in Summer 1984 through Spring 1986. Each student should be counted only once per area, numbers should be unduplicated

ii. Percent of enrolled students who passed, failed, withdrew, or did not complete the remedial course for any other reason.

iii. Number of enrolled students who completed remediation by methods other than coursework. (Refer to definition of "Other Methods" in Definition of Terms.)

SEE SAMPLE TABLE B IN APPENDIX A FOR AN ILLUSTRATION OF THIS TABLE

4.13 Table C- Follow-up of Full-Time Students

Divide all tested students in your Fall, 1984 cohort into the following three groups for each basic skill area. (Refer to definition of full-time/part-time in Definition of Terms.")

a. Students who did not need remediation in the specific basic skill area.

b. Students who needed remediation in the specific basic skill area and who completed it by the beginning of Spring 1986. (Refer to definition of "Completed Remediation" in Definition of Terms.)

c. Students needing remediation in the specific skill area but who did not complete remediation by the beginning of Spring, 1986. Include both students who enrolled in the remedial/developmental course but did not complete remediation by the beginning of Spring, 1986, and students who did not enroll in the specified remedial course by Spring, 1986. Do not include in this category students originally identified as needing remediation but whose remedial status was changed subsequently.

Compare the above groups in terms of the following data:

i. Total number of students in each category

ii. Number and percent enrolled in Spring, 1986

iii. Term Data (for all students enrolled in Spring, 1986)

a. GPA based on college level courses taken in Spring 1986. Provide both Mean GPA and percentages of students at or above (≥) 2.00. Refer to GPA in Definition of Terms.)

b. Mean credits attempted[1] and mean credits earned for college level courses taken in Spring 1986 only. List the number of credits attempted and the number of credits earned. Exclude credits which are earned without enrolling in college level courses (e.g., credits earned via credit by exam, transfer credits and any credits given for remedial/developmental courses).

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[1] As recorded at the end of your institution's drop/add period (usually the tenth day of class).

c. Report Successful Survival Rate as a percentage of the Fall 1984 cohort that was still enrolled in your institution in Spring, 1986 and that attained a grade point average of 2.00 or better in the spring semester.

iv. Cumulative Data (for all students enrolled in Spring, 1986)

a. GPA based on ALL college-level courses taken up to and including the Spring, 1986. Provide both mean GPA and percentages of students at or above (≥) 2.00. (Refer to GPA in Definition of Terms.)

b. Mean credits attempted[1] and credits earned for ALL college-level courses taken through the Spring, 1986.

c. Report Successful Survival Rate as a percentage of the Fall, 1984 cohort still enrolled in your institution in Spring, 1986 and who attained a cumulative grade point average of 2.00 or better at the end of Spring, 1986. (Refer to Successful Survival Rate in Definition of Terms.)

SEE SAMPLE TABLE C IN APPENDIX A FOR AN ILLUSTRATION OF THIS TABLE

4.14 Table D-Performance of Full-Time Students in First College-Level Courses Taken through Spring, 1986 (Refer to Definition of Terms for full-time/part-time).

For first college-level courses (non-remedial) in English Composition and Mathematics, report the passing rates for students in the two comparison groups (as listed below) who took these courses in Fall 1984 through Spring 1986. If more than one course in English Composition or Mathematics is used, report accumulated data.

a. Students who did not need remediation in the basic skill area related to that course.

b. Students who needed remediation in the specific basic skill area and completed it before taking the college level course.

SEE SAMPLE TABLE D IN APPENDIX A FOR AN ILLUSTRATION OF THIS TABLE

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[1] As recorded at the end of your institution's drop/add period (usually the tenth day of class).

4.15 Table E Pre- and Post-Testing

Report cumulative data on pre- and post-testing, using the sample Table E as explained below.*

Present data listed below for only the final level of remedial course offered in each skill area from Summer, 1984 through Spring, 1986. Pre- and post-test data should be reported only for students who were part of the 1984 cohort and who passed the final level of the remedial course.

Supply the following data for each final basic skills course.

a. Name of course. Be specific.

b. Total number enrolled in course.

c. Name of test (and sections) used for pre- and post-testing.

d. Minimum score needed to determine proficiency - e.g., the scaled/standard score on the NJCBSPT which will exempt students from being placed in that final course.

e. Number and percent of students in (b) who took the pre-test and the post-test and who passed the course. Do not include students who took both tests but who did not complete the course.

f. Pre-test mean and standard deviation.

g. Post-test mean and standard deviation.

h. Percent of students in (e) attaining the minimum level on the post-test. Specify the percent of students whose post-test scores were equal to or more than the score specified in (d)

SEE SAMPLE TABLE E IN APPENDIX A FOR AN EXAMPLE OF HOW TO PRESENT THE RESULTS IN THIS SECTION.

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*It is strongly recommended that a standardized test be used, and that scaled scores be reported. The same test should be given for pre- and post-testing.

SAMPLE TABLE A

Testing and Placement of Students
From Fall 1984 Through Spring 1986
Fall 1984 Cohort

BASIC SKILL AREA	Tested		Identified for Remediation				All Students Enrolled in Any Semester From Summer '84 to Spring '86				Enrolled in Spring '86 But Had Never Enrolled In Remedial Course			
	FT	PT	Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		Part-Time	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%
READING														
WRITING														
COMPUTATION														
ELEMENTARY ALGEBRA														

SAMPLE TABLE B
ENROLLMENT IN AND COMPLETION OF FINAL LEVEL OF REMEDIATION
FALL 1984 to SPRING 1986

BASIC SKILL AREA	All Students Enrolled In Any Semester From Summer/ Fall '84 to Spring '86		COURSE OUTCOMES[1]								Completed Remediation By Other Methods[3]	
			Passed		Failed		Withdrew		Other[2]			
	FT #	PT #	FT %	PT %	FT %	PT %	FT %	PT %	FT %	PT %	# FT	# PT
READING Final Level												
WRITING Final Level												
COMPUTATION Final Level												
ELEMENTARY ALGEBRA Final Level												

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[1] Percentages are based on enrollment figures in the first two columns of this table.

[2] Students who did not pass, fail or withdraw. Specify who is included in this group.

[3] Specify by what other methods students completed remediation.

SAMPLE TABLE C
FOLLOW UP OF FULL-TIME STUDENTS
FALL 1984 COHORT

BASED ON SPRING 1986 DATA

				TERM DATA					CUMULATIVE DATA				
STUDY GROUPS[1]	**Total Number**	**Returned Spring '86 #**	**%**	**GPA[2] Mean**	**GPA[2] % ≥ 2.00**	**Mean Credits Attempted**	**Mean Credits Earned**	**SUCCESSFUL SURVIVAL RATE**	**GPA[2] Mean**	**GPA[2] % ≥ 2.00**	**Mean Credits Attempted**	**Mean Credits Earned**	**SUCCESSFUL SURVIVAL RATE**
READING													
A. Required no remediation in READING													
B. Needed remediation in READING and completed it													
C. Needed remediation in READING but did not complete it													
WRITING													
A. Required no remediation in WRITING													
B. Needed remediation in WRITING and completed it													
C. Needed remediation in WRITING but did not complete it													
COMPUTATION													
A. Required no remediation in COMPUTATION													
B. Needed remediation in COMPUTATION and completed it													
C. Needed remediation in COMPUTATION but did not complete it													
ELEMENTARY ALGEBRA													
A. Required no remediation in ALGEBRA													
B. Needed remediation in ALGEBRA and completed it													
C. Needed remediation in ALGEBRA but did not complete it													

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[1] Refer to Section 4.13 the Guidelines for breakdown on STUDY GROUPS.

[2] Refer to Definition of Terms (Section 1.0 of Guidelines) for detailed description.

SAMPLE TABLE D

Performance of Full-time Students in First College-level Courses in Either English Composition or Mathematics Taken Through Spring 1986

(FALL 1984 COHORT)

	ENGLISH COMPOSITION First College-Level Course Taken	
	No. Enrolled	% Pass
READING REMEDIATION		
A. Required no remediation in READING.		
B. Needed remediation in READING and completed it.		
WRITING REMEDIATION		
A. Required no remediation in WRITING.		
B. Needed remediation in WRITING and completed it.		

	MATH First College-Level Course Taken[1]	
	No. Enrolled	% Pass
COMPUTATION REMEDIATION		
A. Required no remediation in COMPUTATION.		
B. Needed remediation in COMPUTATION and completed it.		
ELEMENTARY ALGEBRA REMEDIATION		
A. Required no remediation in ALGEBRA.		
B. Needed remediation in ALGEBRA and completed it.		

[1] You may present cumulative data from all first college-level mathematics courses.

SAMPLE TABLE E

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	

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[1] Report data only for the final level of the remedial courses in each skill area.

[2] The scaled/standardized score which will exempt students from being placed in the remedial course.

[3] Number of students who took both pre-test and post-test and who passed the course.

[4] Percent of students whose post-test scores were equal to or more than the minimum score on the pre-test (see footnote 1).

APPENDIX B

Institutional Data Profiles

Data Tables for Individual College Programs

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Atlantic
BASIC SKILL AREA Reading
AREA NUMBER 1 of 3

1. Students required to be tested: FULL-TIME 463 PART-TIME 432

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
419	90.4	303	70.1

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
205	48.9	155	51.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
165	80.4	83	53.5

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
165	84	10	6	83	71	14	14

6. Pre- and post-test results for remedial courses in skill area: No data (but see attached).

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	162	137	98			
# RETURNED SPR. '86 (%)	83(51.2)	63(45.9)	34(34.6)			
MEAN CREDITS ATTEMPTED	11.6	12.5	9.9	49.8	43.4	39.4
MEAN CREDITS EARNED	9.2	10.0	7.8	43.7	37.1	32.9
MEAN GPA	2.42	2.20	1.93	2.75	2.38	2.09
% GPA $\geq$ 2.0	73	69	54	86	78	63
% SUCCESSFUL SURVIVAL	37	32	19	44	36	22

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED[1]	92	40
% PASS[1]	78	93

NOTES:

[1] Course is Sociology 101.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Atlantic
BASIC SKILL AREA Writing
AREA NUMBER 2 of 3

1. Students required to be tested: FULL-TIME 463 PART-TIME 432

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
419	90.4	303	70.1

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
96	22.9	70	23.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
87	90.6	77	110.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
87	83	11	6	77	73	14	13

6. Pre- and post-test results for remedial courses in skill area: No data (but see attached).

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	305	72	20			
# RETURNED SPR. '86 (%)	141(46.2)	34(47.2)	5(25.0)			
MEAN CREDITS ATTEMPTED	11.5	11.6	12.0	47.5	38.6	39.2
MEAN CREDITS EARNED	9.5	8.5	6.4	41.4	31.9	30.6
MEAN GPA	2.41	1.77	1.26	2.61	2.09	1.86
% GPA $\geq$ 2.0	73	53	40	82	65	60
% SUCCESSFUL SURVIVAL	34	25	10	38	31	15

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	291	54
% PASS	86	72

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Atlantic
BASIC SKILL AREA Computation
AREA NUMBER 3 of 3

1. Students required to be tested: FULL-TIME 463 PART-TIME 432

2. Students tested (and % of those counted in #1 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
	419	90.4	303	70.1

3. Students needing remediation (% of those tested):

	FULL-TIME		PART-TIME	
	#	%	#	%
	222	52.9	185	61.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
	156	70.2	953	515.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
156	79	13	8	95	72	23	5

6. Pre- and post-test results for remedial courses in skill area: No data (but see attached).

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	179	121	97			
# RETURNED SPR.'86 (%)	85(47.4)	68(56.1)	27(27.8)			
MEAN CREDITS ATTEMPTED	12.1	12.2	8.7	51.5	42.2	36.3
MEAN CREDITS EARNED	10.3	9.6	5.5	45.8	36.5	27.4
MEAN GPA	2.67	2.02	1.61	2.80	2.35	1.91
% GPA $\geq$ 2.0	81	56	58	91	74	55
% SUCCESSFUL SURVIVAL	38	31	16	43	42	15

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	96	70
% PASS	81	77

NOTES:

[V082187]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE ATLANTIC

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 166

Writing: SS 163

Computation: MC 165

Elementary Algebra: (No Algebra Course)

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	96	62
Writing:	94	75
Computation:	90	57
Elementary Algebra:	--	--

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:				
Writing:				
Computation:				
Elementary Algebra:	--	--	--	--

ATLANTIC COMMUNITY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY)
IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
Reading	289	Not Provided		160	179	152.9	9.56	No	Data Provided	
Writing	152	Not Provided		161	103	149.9	6.69	No	Data Provided	
Computation	207	Not Provided		165	122	155.9	5.02	No	Data Provided	

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Bergen
BASIC SKILL AREA Read & Writ
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1778 PART-TIME 908

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1757	98.8	845	93.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
785	44.6	280	33.1

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME[1] #	FULL-TIME[1] %	PART-TIME[1] #	PART-TIME[1] %
764	97.3	245	87.5

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
681	81.6	5.0	13.4	134	88.8	3.7	7.5

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	972	547	238			
# RETURNED SPR.'86 (%)	445(45.7)	309(56.4)	33(13.8)			
MEAN CREDITS ATTEMPTED	12	11	6	51	40	24
MEAN CREDITS EARNED	9	8	4	42	32	15
MEAN GPA	2.30	1.93	0.85	2.54	2.18	1.33
% GPA $\geq$ 2.0	71.5	58.3	18.2	82.7	64.7	33.3
% SUCCESSFUL SURVIVAL	34	33	3	37	37	5

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	792	474
% PASS	71.6	75.7

NOTES:

[1] Includes WR022 only. Students placed in WR021 must also take the next course in sequence, WR022. Thus, reported percentages are slightly depressed since not all those in the sequence have enrolled in the higher-level course.

[V091087]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Bergen
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1778 PART-TIME 908

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1757	98.8	845	93.0

3. Students needing remediation. (% of those tested)

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
248	14.1	92	10.8

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
240	96.7	70	76.0

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
240	72.5	23.8	3.8	70	65.7	30.0	4.3

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	689	168	80			
# RETURNED SPR.'86 (%)	307(44.5)	102(60.7)	17(21.2)			
MEAN CREDITS ATTEMPTED	12	12	10	53	49	40
MEAN CREDITS EARNED	9	10	8	43	41	33
MEAN GPA	2.35	2.20	1.80	2.63	2.33	2.21
% GPA $\geq$ 2.0	71.7	74.5	52.9	84.7	76.5	76.5
% SUCCESSFUL SURVIVAL	32	45	11	38	46	16

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[1]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	411	119
% PASS	83.7	91.6

NOTES:

[1] Course is 2nd-level English Comp, since this is the course taken subsequent to completing WR011 (final level writing remediation)

[V062287]

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COLLEGE Bergen
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1778 PART-TIME 908

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
1757	98.8	845	93.0

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
1100	62.6	500	59.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
1000	90.9	355	71.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
1000	70.6	11.4	18.0	355	71.3	11.3	17.5

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	657	688	412			
# RETURNED SPR.'86 (%)	323(49.1)	389(56.5)	75(18.2)			
MEAN CREDITS ATTEMPTED	12	11	9	52	43	36
MEAN CREDITS EARNED	9	9	6	42	35	26
MEAN GPA	2.27	2.07	1.43	2.53	2.31	1.76
% GPA $\geq$ 2.0	68.1	65.0	41.3	80.2	72.8	49.3
% SUCCESSFUL SURVIVAL	33	37	8	39	41	9

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[1]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	132	105
% PASS	62.1	66.7

NOTES:

[1] Note that many of these students also have taken algebra, thus not strictly testing effects of computation remediation.

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COLLEGE Bergen
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1778 PART-TIME 908

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
1757	98.8	845	93.0

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
1572	89.4	758	89.7

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above)[1]:

FULL-TIME		PART-TIME	
#	%	#	%
820	52.1	263	34.6

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
820	65.5	15.1	19.4	263	72.6	9.5	17.9

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	185	488	1084			
# RETURNED SPR.'86 (%)	85(45.9)	310(63.5)	392(36.1)			
MEAN CREDITS ATTEMPTED	12	12	11	54	49	41
MEAN CREDITS EARNED	10	10	8	46	41	31
MEAN GPA	2.60	2.22	1.87	2.76	2.52	2.12
% GPA $\geq$ 2.0	81.2	70.3	55.4	88.2	81.6	64
% SUCCESSFUL SURVIVAL	37	45	20	41	52	23

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	12	206
% PASS	83.3	64.6

NOTES:

[1] Computation required for algebra competency; percentages do not include students in computation but not yet in algebra.

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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading:* RC & SS 161 Average

Writing: RC & SS 161-164 Average**

Computation: MC 168

Elementary Algebra: EA 184 and Curriculum Requiring Algebra

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:*	87	46
Writing:	--	--
Computation:	88	65
Elementary Algebra:	45	26

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:*	14	1.7	25	8.9
Writing:	3	1.2	10	10.8
Computation:	19	1.7	44	8.8
Elementary Algebra:	225	14.3	152	20.0

*Reading & Writing
**Placement for students testing in the range 161-164 (inclusive); if below 161, placed into "reading."

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COLLEGE Brookdale
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1038 PART-TIME 846

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
1001	96.4	755	89.2

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
416	41.5	288	38.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
394	94.7	177	61.4

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
394	73.6	24.9	1.5	177	65.5	30.5	4.0

6. Pre- and post-test results for remedial courses in skill area: No data

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	579	290	126			
# RETURNED SPR.'86 (%)	286(49.3)	154(53.1)	25(19.8)			
MEAN CREDITS ATTEMPTED	12.1	11.4	11.3	50.7	42.0	41.5
MEAN CREDITS EARNED	8.82	7.88	6.44	39.3	31.7	27.8
MEAN GPA[1]						
% GPA $\geq$ 2.0[1]						
% SUCCESSFUL SURVIVAL[1]						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	464	217
% PASS	82.1	81.1

NOTES:

[1] Unique grading system (2.0-4.0) does not allow for comparable GPA and SSR indicators. D is not considered a passing grade and is not awarded. Non-passing grades are not reflected in students' GPA.

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COLLEGE Brookdale
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1038 PART-TIME 846

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
1001	96.4	755	89.2

3. Students needing remediation . (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
351	35.0	225	29.8

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
338	96.2	133	59.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
338	74.5	23.4	2.1	133	70.7	24.8	4.5

6. Pre- and post-test results for remedial courses in skill area: No data

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	641	254	101			
# RETURNED SPR.'86 (%)	322(50.2)	134(52.7)	10(9.9)			
MEAN CREDITS ATTEMPTED	12.1	11.5	8.10	50.7	40.3	33.4
MEAN CREDITS EARNED	8.92	7.52	3.20	39.7	29.2	19.1
MEAN GPA[1]						
% GPA $\geq$ 2.0[1]						
% SUCCESSFUL SURVIVAL[1]						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	514	203
% PASS	81.7	77.3

NOTES:

[1] Unique grading system (2.0-4.0) does not allow for comparable GPA and SSR indicators. D is not considered a passing grade and is not awarded. Non-passing grades are not reflected in students' GPA.

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COLLEGE Brookdale
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1038 PART-TIME 846

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1001	95.4	755	89.2

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
461	46.0	387	51.2

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
357	77.4	161	41.6

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
338	70.4	28.1	1.5	149	85.2	14.1	0.1

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	535	209	256			
# RETURNED SPR.'86 (%)	274(51.2)	122(58.3)	72(28.1)			
MEAN CREDITS ATTEMPTED	12.3	11.8	9.93	51.9	43.3	37.2
MEAN CREDITS EARNED	9.17	7.80	6.25	40.6	32.3	26.0
MEAN GPA[1]						
% GPA $\geq$ 2.0[1]						
% SUCCESSFUL SURVIVAL[1]						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	161	28
% PASS	54.0	21.4

NOTES:

[1] Unique grading system (2.0-4.0) does not allow for comparable GPA and SSR indicators. D is not considered a passing grade and is not awarded. Non-passing grades are not reflected in students' GPA.

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COLLEGE Brookdale
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1038 PART-TIME 846

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1001	96.4	755	89.2

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
662	66.1	489	64.7

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
336	50.7	123	25.1

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
336	64.0	31.5	3.3	123	62.6	31.7	4.1

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	273	215	449			
# RETURNED SPR.'86 (%)	144(52.7)	161(74.8)	140(31.1)			
MEAN CREDITS ATTEMPTED	12.6	12.7	10.2	53.6	49.4	40.0
MEAN CREDITS EARNED	9.41	9.18	6.55	42.4	38.5	28.4
MEAN GPA[1]						
% GPA $\geq$ 2.0[1]						
% SUCCESSFUL SURVIVAL[1]						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	77	108
% PASS	64.9	39.8

NOTES:

[1] Unique grading system (2.0-4.0) does not allow for comparable GPA and SSR indicators. D is not considered a passing grade and is not awarded. Non-passing grades are not reflected in students' GPA.

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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 164 and additional testing on first day of class with Nelson-Denny Reading Test.

Writing: SS 162 and additional testing on first day of class with local writing sample (holistically scored).

Computation: MC 166 and, where necessary, additional testing with instruments developed locally.

Elementary Algebra: EA 171 and, where necessary, additional testing with instruments developed locally.

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	95	67
Writing:	96	59
Computation:	74	40
Elementary Algebra:	41	21

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	10	2.4	30	10.4
Writing:	4	1.1	23	10.2
Computation:	32	6.9	46	11.8
Elementary Algebra:	47	7.0	61	12.4

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COLLEGE Burlington
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 776 PART-TIME 318

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
756	97.4	301	94.6

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
466	61.6	162	51.8

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
248	53.2	60	37.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
210	81.9	14.3	3.8	49	79.6	14.3	4.1

6. Pre- and post-test results for remedial courses in skill area: Data not available.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	274	169	297			
# RETURNED SPR.'86 (%)	107(39.0)	101(59.7)	103(34.6)			
MEAN CREDITS ATTEMPTED	10.3	10.0	9.4	54.2	40.1	43.4
MEAN CREDITS EARNED	8.4	7.6	7.1	45.8	32.9	35.6
MEAN GPA	2.4	1.9	1.9	2.5	1.9	2.1
% GPA $\geq$ 2.0	81.3	58.4	55.3	77.6	54.5	55.3
% SUCCESSFUL SURVIVAL	31.8	34.9	19.2	30.3	32.5	19.2

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	207	139
% PASS	68.1	69.8

NOTES:

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COLLEGE Burlington
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 776 PART-TIME 318

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
756	97.4	301	94.6

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
401	53.0	141	46.8

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
386	96.2	105	74.4

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
345	77.1	16.2	4.9	94	64.9	24.5	7.5

6. Pre- and post-test results for remedial courses in skill area: Data not available.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	345	262	139			
# RETURNED SPR.'86 (%)	171(49.5)	138(52.6)	16(11.5)			
MEAN CREDITS ATTEMPTED	9.9	10.5	4.8	49.9	45.2	20.8
MEAN CREDITS EARNED	8.3	7.8	2.1	42.7	36.4	11.7
MEAN GPA	2.5	1.8	0.8	2.5	1.9	1.0
% GPA $\geq$ 2.0	75.4	51.5	25.0	72.5	48.6	25.0
% SUCCESSFUL SURVIVAL	37.4	27.1	2.9	35.9	25.6	2.9

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	269	221
% PASS	71.8	71.5

NOTES:

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COLLEGE Burlington
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 776 PART-TIME 318

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
756	97.4	301	94.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
455	60.1	183	60.7

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
312	68.5	86	46.9

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
312	72.4	13.8	6.7	86	79.1	10.5	34.9

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	298	222	233			
# RETURNED SPR.'86 (%)	141(47.3)	131(59.0)	56(24.0)			
MEAN CREDITS ATTEMPTED	10.4	10.0	8.7	52.8	43.5	37.9
MEAN CREDITS EARNED	8.6	7.6	6.1	45.3	35.6	28.6
MEAN GPA	2.4	2.0	1.8	2.4	2.0	1.8
% GPA ≥ 2.0	69.5	61.1	51.8	73.0	52.0	48.2
% SUCCESSFUL SURVIVAL	32.9	36.0	12.5	34.6	30.6	11.6

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	184	99
% PASS	79.4	62.6

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Burlington
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 776 PART-TIME 318

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
756	97.4	301	94.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
453	59.9	203	67.4

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
196	43.2	63	31.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
193	72.0	15.5	5.2	63	87.3	6.3	0.0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	195	130	323			
# RETURNED SPR.'86 (%)	95(48.7)	87(66.9)	98(30.3)			
MEAN CREDITS ATTEMPTED	11.1	10.5	8.7	55.3	48.2	37.1
MEAN CREDITS EARNED	8.9	8.4	6.2	47.1	41.3	28.6
MEAN GPA	2.3	2.1	1.8	[illegible]	2.3	1.8
% GPA ≥ 2.0	65.3	66.6	53.1	[illegible]	60.9	44.9
% SUCCESSFUL SURVIVAL	31.8	44.6	16.1	34.4	40.8	13.6

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	120	86
% PASS	80.0	68.6

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE **BURLINGTON**

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EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 167

Writing: SS 162

Computation: MC 169

Elementary Algebra: EA 168 with MC > 168

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	87	59
Writing:	99	87
Computation:	82	58
Elementary Algebra:	41	41

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	91	19.5	32	19.7
Writing:	2	0.4	11	7.8
Computation:	16	3.5	1	0.5
Elementary Algebra:	68	15.0	51	25.1

BURLINGTON COUNTY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled In Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
English Skills (Writing)	327	NJCBSPT Form-3GLP	SS	161		Data Not Available			Data Not Available	
Communication Skills(Reading	211	NJCBSPT Form-3GLP	RC	160		Data Not Available			Data Not Available	
Basic Math	294	Inhouse	-	30	179	157.4	5.43	37.2*	5.02	100.
Elementary Algebra	194	Inhouse Modified NJCBSPT	-	179	92	159.0	6.58	176.0	4.15	34.8

*Translated into a NJCBSPT score of approximately 25 base on linking inhouse exit scores to NJCBSPT.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Camden
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1081 PART-TIME 425

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1021	94.4	393	92.4

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
547	53.5	129*	32.8*

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
410	74.9	218	168.9

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[1]:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
410	71	8	4	218	69	10	7

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	454	283	232			
# RETURNED SPR.'86 (%)	227(50.0)	148(52.2)	53(22.8)			
MEAN CREDITS ATTEMPTED	12.0	11.2	8.4	47.2	36.0	32.2
MEAN CREDITS EARNED	11.7	10.6	7.6	46.2	34.6	31.0
MEAN GPA	2.62	2.33	1.85	2.66	2.34	2.20
% GPA $\geq$ 2.0	85	77	57	90	78	72
% SUCCESSFUL SURVIVAL	42.7	40.2	12.9	44.9	40.6	16.4

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[2]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	392	200
% PASS	69.6	62.5

NOTES:

*Includes only an unspecified fraction of PT students.
[1] Only final attempts recorded for students who repeated the courses (explicit).
[2] Only first attempts and "D" or above recorded here (explicit).

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Camden
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1081 PART-TIME 425

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1021	94.4	393	92.4

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
538	52.6	157*	39.9*

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
426	79.1	232	147.7

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[1]:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
426	70	9	4	232	72	9	6

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	416	296	254			
# RETURNED SPR.'86 (%)	209(50.2)	168(56.7)	50(19.6)			
MEAN CREDITS ATTEMPTED	12.4	10.7	8.6	48.2	36.5	30.0
MEAN CREDITS EARNED	12.0	10.2	7.8	47.2	35.2	28.3
MEAN GPA	2.60	2.38	1.84	2.65	2.63	2.24
% GPA $\geq$ 2.0	85	78	58	89	81	70
% SUCCESSFUL SURVIVAL	42.5	44.3	11.4	44.5	45.9	13.8

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[2]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	375	230
% PASS	69.9	63.5

NOTES:

*Includes only an unspecified fraction of PT students.
[1] Only final attempts recorded for students who repeated the courses (explicit).
[2] Only first attempts and "D" or above recorded here (explicit).

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Camden
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1081 PART-TIME 425

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1021	94.4	393	92.4

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
468	45.8	151*	38.4*

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
196	41.8	170	112.5

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[1]:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
196	29	23	11	170	33	28	9

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	479	256	240			
# RETURNED SPR.'86 (%)	246(51.3)	140(54.6)	45(18.7)			
MEAN CREDITS ATTEMPTED	12.1	10.4	8.8	47.5	34.0	30.5
MEAN CREDITS EARNED	11.7	9.9	7.9	46.4	32.8	28.9
MEAN GPA	2.60	2.26	1.88	2.62	2.40	2.13
% GPA $\geq$ 2.0	85	74	58	88	81	64
% SUCCESSFUL SURVIVAL	43.6	40.6	10.8	45.3	44.5	12.0

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[2]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	333	89
% PASS	62.5	66.3

NOTES:

*Includes only an unspecified fraction of PT students.

[1] Only final attempts recorded for students who repeated the courses (explicit).

[2] Only first attempts and "D" or above recorded here (explicit).

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Camden
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1081 PART-TIME 425

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1021	94.4	393	92.4

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
789*	77.2*	157**	39.9**

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
505	64.0	303	192.9

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[1]:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
505	66	15	7	303	66	16	8

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	181	328	461			
# RETURNED SPR.'86 (%)	103(56.9)	220(67.0)	110(23.8)			
MEAN CREDITS ATTEMPTED	12.7	11.5	9.0	52.3	39.9	33.5
MEAN CREDITS EARNED	12.4	11.1	8.2	51.3	38.8	32.1
MEAN GPA	2.71	2.51	1.93	2.78	2.50	2.21
% GPA $\geq$ 2.0	89	82	61	93	84	73
% SUCCESSFUL SURVIVAL	50.8	55.2	14.5	53.0	56.4	17.3

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[2]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	154	230
% PASS	63.0	66.1

NOTES:

*Students who test in at computation level are required to take algebra.

**Includes only an unspecified fraction of PT students.

[1] Only final attempts recorded for students who repeated the courses (explicit).

[2] Only first attempts and "D" or above recorded here (explicit).

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE **CAMDEN**

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 166

Writing: C 166

Computation: MC 165

Elementary Algebra: EA 175

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	90	91
Writing:	95	89
Computation:	91	89
Elementary Algebra:	90	90

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	105	20.3	129	37.1
Writing:	124	22.5	157	40.3
Computation:	300	60.4	151	47.0
Elementary Algebra:	284	35.9	157	34.1

CAMDEN COUNTY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
Reading II	927	NJCBSPT	Reading	28	609	17.1	6.9	26.1	7.0	66
Writing II	1920	NJCBSPT	Writing	29	1015	21.2	4.4	25.7	3.2	53
Computation	2450	NJCBSPT	Computation	19	1221	10.9	4.0	23.7	3.3	50
Elementary Alg	3104	NJCBSPT	Elem. Algebra	20	1569	9.0	4.4	22.0	2.6	51

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Cumberland
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 255 PART-TIME 135

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
255	100.0	135	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
147	57.6	84	62.2

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
125	85.0	46	54.7

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
73	79	0	8	24	75	4	12

6. Pre- and post-test results for remedial courses in skill area: See attached[1].

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	113	82	21			
# RETURNED SPR.'86 (%)	58(51.3)	50(60.9)	10(47.6)			
MEAN CREDITS ATTEMPTED	14	12	14	55	47	54
MEAN CREDITS EARNED	12	9	12	52	39	47
MEAN GPA	2.82	1.69	2.39	2.77	2.02	2.18
% GPA $\geq$ 2.0	86	48	70	88	52	70
% SUCCESSFUL SURVIVAL	44	29	33	45	32	33

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	106	79
% PASS	82	81

NOTES:

[1] Table E: percent attaining minimum post-test level includes "A-D"s, but "D"s must repeat the course.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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COLLEGE Cumberland
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 255 PART-TIME 135

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
255	100.0	135	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
110	43.1	66	48.8

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
105	95.4	54	81.8

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
75	79	0	4	43	81	0	7

6. Pre- and post-test results for remedial courses in skill area: See attached.[1]

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	150	68	21			
# RETURNED SPR.'86 (%)	70(46.6)	45(66.1)	5(23.8)			
MEAN CREDITS ATTEMPTED	14	13	13	53	48	48
MEAN CREDITS EARNED	12	9	9	51	38	39
MEAN GPA	2.80	1.58	1.89	2.76	1.91	1.97
% GPA $\geq$ 2.0	86	44	60	87	49	40
% SUCCESSFUL SURVIVAL	41	29	9	41	32	9

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	132	67
% PASS	80	73

NOTES:

[1] Table E: percent attaining minimum post-test level includes "A-D"s, but "D"s must repeat the course.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Cumberland
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 255 PART-TIME 135

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
255	100.0	135	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
117	45.8	72	53.3

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
106	90.5	43	59.7

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
68	71	3	4	28	75	4	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	143	48	31			
# RETURNED SPR.'86 (%)	73(51.0)	23(47.9)	21(67.7)			
MEAN CREDITS ATTEMPTED	14	12	12	55	42	51
MEAN CREDITS EARNED	12	8	10	51	35	41
MEAN GPA	2.51	1.70	2.20	2.61	2.02	2.06
% GPA ≥ 2.0	77	52	67	84	52	57
% SUCCESSFUL SURVIVAL	39	25	45	43	25	39

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	97	24
% PASS	72	42

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
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1984-86 INSTITUTIONAL PROFILE
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COLLEGE Cumberland
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 255 PART-TIME 135

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
255	100.0	135	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
178*	69.8*	125*	92.5*

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
160*	89.8*	73*	58.4*

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
127	61	4	14	58	70	0	7

6. Pre- and post-test results for remedial courses in skill area: See attached.[1]

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	165	54	53			
# RETURNED SPR.'86 (%)	95(57.5)	19(35.1)	4(7.5)			
MEAN CREDITS ATTEMPTED	13	13	16	51	53	59
MEAN CREDITS EARNED	11	11	14	45	48	56
MEAN GPA	2.27	2.31	2.76	2.36	2.44	3.01
% GPA ≥ 2.0	69	68	100	72	68	100
% SUCCESSFUL SURVIVAL	40	24	7	41	24	7

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	103	17
% PASS	66	53

NOTES:

*Includes students caried over from computation, since students identified as needing remediation in computation are required to take algebra.

[1] Table E: percent attaining minimum post-test level includes "A-D"s, but "D"s must repeat the course.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE CUMBERLAND

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 165

Writing: SS 165

Computation: MC 165

Elementary Algebra: EA 168 with MC > 165

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	86	66
Writing:	94	88
Computation:	90	45
Elementary Algebra:	82	45

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	6	4.0	7	8.3
Writing:	0	0.0	1	1.5
Computation:	2	1.7	2	2.7
Elementary Algebra:	2	3.2	2	3.7

CUMBERLAND COUNTY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
Reading 100	97	NJCBSPT	Reading	164	101	151	10.18	164	11.72	59.4%
English 100	118	"	Sent.Sense	164	112	154	16.34	164	7.85	58.0%
Math 100	129	"	Algebra	167	105	150	26.65	168	7.53	51.4%

*Includes students receiving grades of D in courses who are required to repeat the course.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Essex
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 805 PART-TIME 380

2. Students tested (and % of those counted in #1 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
	783	97.2	254	66.8

3. Students needing remediation (% of those tested):

	FULL-TIME		PART-TIME	
	#	%	#	%
	646	82.5	200	78.7

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
	474	73.3	82	41.0

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
180	72.2	14.4	12.2	26	76.9	7.6	11.5

6. Pre- and post-test results for remedial courses in skill area: See attached.[1]

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	137	130	516			
# RETURNED SPR.'86 (%)	11(8.0)	48(36.9)	158(30.6)			
MEAN CREDITS ATTEMPTED	10.5	10.0	10.2	46.5	30.6	32.6
MEAN CREDITS EARNED	8.36	8.3	8.8	44.2	27.9	30.8
MEAN GPA	2.46	1.92	2.1	2.8	2.2	2.3
% GPA > 2.0	63.6	60.4	71.5	90.9	64.6	75.9
% SUCCESSFUL SURVIVAL	5	22	21	7	23	23

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	42	36
% PASS	66.6	83.3

NOTES:

[1] Post-test data are from Fall 1984 semester only.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Essex
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 805 PART-TIME 380

2. Students tested (and % of those counted in #1 above):

	FULL-TIME[1]		PART-TIME[1]	
	#	%	#	%
	783	97.2	254	66.8

3. Students needing remediation (% of those tested):

	FULL-TIME[1]		PART-TIME[1]	
	#	%	#	%
	471	60.1	146	57.4

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
	437	92.7	99	67.8

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
348	69.2	21.2	8.3	79	73.4	15.1	10.1

6. Pre- and post-test results for remedial courses in skill area: See attached.[2]

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	264	241	230			
# RETURNED SPR.'86 (%)	41(15.5)	108(44.8)	57(24.7)			
MEAN CREDITS ATTEMPTED	10.5	10.4	9.2	37.5	29.3	34.5
MEAN CREDITS EARNED	8.63	8.7	8.29	35.0	27.0	33.3
MEAN GPA	2.2	1.96	2.2	2.4	2.2	2.4
% GPA > 2.0	70.7	62.0	77.2	73.2	70.4	82.5
% SUCCESSFUL SURVIVAL	10	27	19	11	31	20

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	128	71
% PASS	70.3	49.2

NOTES:

[1] However, data missing for 48 FT & 7 PT students.
[2] Post-test data are from Fall 1984 semester only.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Essex
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 805 PART-TIME 380

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
783	97.2	254	66.8

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
657	83.9	205	80.7

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
606	92.2	139	67.8

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
464	47.8	35.5	14.0	94	56.3	26.5	19.1

6. Pre- and post-test results for remedial courses in skill area: See attached.[1]

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	126	222	435			
# RETURNED SPR.'86 (%)	33(26.1)	82(36.9)	102(23.4)			
MEAN CREDITS ATTEMPTED	12.0	10.3	9.5	45.6	30.9	30.3
MEAN CREDITS EARNED	11.2	8.7	7.9	45.4	28.6	27.9
MEAN GPA	2.49	2.2	1.95	2.7	2.4	2.2
% GPA > 2.0	72.7	74.0	62.7	90.9	78.0	65.7
% SUCCESSFUL SURVIVAL	19	27	14	23	28	15

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	20	41
% PASS	80.0	63.4

NOTES:

[1] Post-test data are from Fall 1984 semester only.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Essex
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 805 PART-TIME 380

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
783	97.2	254	66.8

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
676*	86.3*	223*	87.7*

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
234	34.6*	54	24.2*

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
234	56.4	30.3	10.6	54	62.9	20.3	12.9

6. Pre- and post-test results for remedial courses in skill area: See attached.[1]

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	107	132	544			
# RETURNED SPR.'86 (%)	21(19.6)	78(59.0)	105(19.3)			
MEAN CREDITS ATTEMPTED	11.8	11.1	8.97	46.7	33.0	28.5
MEAN CREDITS EARNED	10.8	9.44	7.48	46.3	30.8	26.2
MEAN GPA	2.6	2.06	2.07	2.79	2.3	2.2
% GPA > 2.0	76.2	64.1	70.5	90.5	73.1	69.5
% SUCCESSFUL SURVIVAL	14	37	13	17	43	13

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	11	43
% PASS	90.9	41.8

NOTES:

*Students identified as needing remediation in computation are required to complete remediation in algebra (numbers are included here).

[1] Post-test data are from Fall 1984 semester only.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE ESSEX

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 168

Writing: Essay 9

Computation: MC 169

Elementary Algebra: EA 168 with MC > 168

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	72	40
Writing:	93	67
Computation:	91	64
Elementary Algebra:	68	56

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	40	6.1	21	10.5
Writing:	0	0.0	10	6.8
Computation:	9	1.3	8	3.9
Elementary Algebra:	0	0.0	3	1.3

ESSEX COUNTY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY)
IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled In Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
English 096/	188	Desc. Test	Sentence	20	176	18.7	5.54	23.72	4.842	80.7
097			Structure							
Math 092.3	27	Departmental Elementary Alg. Test	Elementary Algebra 30 items	70% (21)	25	14.3	9.95	24.9	3.88	83.3
Mth 082-3	67	Departmental Test	Computation 30 items	70% (21)	33	13.1	3.12	23.8	3.47	85.7
Rdg 099	83	TABE Form D	Total	524	70	437	234.5	539	188.3	57.1

DATA ARE FROM FALL 1984 Semester

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Gloucester
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 542 PART-TIME 260

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
541	99.8	246	94.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
139	25.6	35	14.2

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
138	99.2	9	25.7

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
115	64.4	33.0	1.7	9	88.9	11.1	0

6. Pre- and post-test results for remedial courses in skill area: See attached.[1]

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	402	82	57			
# RETURNED SPR.'86 (%)	195(48.5)	55(67.0)	5(8.7)			
MEAN CREDITS ATTEMPTED	13.6	13.3	12.4	56.1	37.6	23.0
MEAN CREDITS EARNED	11.4	10.3	8.4	48.8	30.8	16.6
MEAN GPA	2.28	2.01	1.43	2.40	2.06	1.53
% GPA ≥ 2.0	70.3	65.4	40.0	74.4	56.4	40.0
% SUCCESSFUL SURVIVAL	34.1	44.0	3.5	36.1	37.8	3.5

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	338	71
% PASS	79.3	88.7

NOTES:

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[1] Institutional policy permits faculty to add 4 points to each p-test score to allow for standard error of measurement. Thus, institution argues that actual percent students attaining minimum level is slightly higher than that shown.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Gloucester
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 542 PART-TIME 260

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
541	99.8	246	94.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
300	55.4	72	29.2

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
295	98.3	33	45.8

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
273	72.2	25.3	1.8	33	84.9	9.1	6.1

6. Pre- and post-test results for remedial courses in skill area: See attached.[1]

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	241	202	98			
# RETURNED SPR.'86 (%)	126(52.2)	119(58.9)	10(10.2)			
MEAN CREDITS ATTEMPTED	13.5	13.7	11.4	56.4	48.0	29.9
MEAN CREDITS EARNED	11.3	11.1	8.2	49.9	40.2	21.0
MEAN GPA	2.35	2.11	1.64	2.52	2.13	1.78
% GPA ≥ 2.0	72.2	66.4	50.0	77.0	64.7	40.0
% SUCCESSFUL SURVIVAL	37.8	39.1	5.1	40.2	38.1	4.1

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	221	185
% PASS	81.0	81.1

NOTES:

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[1] Institutional policy permits faculty to add 4 points to each p-test score to allow for standard error of measurement. Thus, institution argues that actual percent students attaining minimum level is slightly higher than that shown.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Gloucester
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 542 PART-TIME 260

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
541	99.8	246	94.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
293	54.1	110	44.7

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
269	91.8	50	45.4

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
269	68.4	26.4	3.0	50	78.0	14.0	8.0

6. Pre- and post-test results for remedial courses in skill area: See attached.[1]

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	248	190	103			
# RETURNED SPR.'86 (%)	124(50.0)	120(63.1)	11(10.6)			
MEAN CREDITS ATTEMPTED	13.6	13.6	11.4	58.0	45.9	37.2
MEAN CREDITS EARNED	11.7	10.8	7.27	52.0	37.9	26.3
MEAN GPA	2.33	2.13	1.77	2.54	2.11	1.78
% GPA > 2.0	71.0	67.5	54.5	82.3	59.2	45.4
% SUCCESSFUL SURVIVAL	35.5	42.6	5.8	41.1	37.4	4.8

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	197	131
% PASS	74.6	63.4

NOTES:

[1] Institutional policy permits faculty to add 4 points to each p-test score to allow for standard error of measurement. Thus, institution argues that actual percent students attaining minimum level is slightly higher than that shown.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Gloucester
BASIC SKILL AREA Algebra*
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME __ PART-TIME __

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew

6. Pre- and post-test results for remedial courses in skill area: No data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #						
# RETURNED SPR.'86 (%)	( )	( )	( )			
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA > 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

*Courses are offered in elementary and intermediate algebra; however, institution unable to provide algebra data. Algebra placement at option of student or upon recommendation of 100-level math instructors. Use of NJCBSPT for placement is under review.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE GLOUCESTER

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 161

Writing: EC (composite) 165

Computation: MC 165, ACT/SAT scores

Elementary Algebra: Diagnostic test & curriculum requiring algebra

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4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	99	17
Writing:	97	38
Computation:	91	31
Elementary Algebra:*		

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	0	0.0	4	11.5
Writing:	1	0.3	9	12.5
Computation:	5	1.7	18	16.3
Elementary Algebra:*				

*See footnote on profile.

GLOUCESTER COUNTY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA

FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency	N	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test
						Mean	Standard Deviation	Mean	Standard Deviation	
Preparation for College Reading II	115	NJCBSPT	Reading Comprehension	161	73	145.19	8.57	160	7.51	50.7
Basic Comp II	273	NJCBSPT	Total Composit.	165	197	156.13	6.16	167.24	5.67	67.0
Intro. College Math	269	NJCBSPT	Math Computat.	165	189	156.69	5.10	171.06	4.50	93.6

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Hudson
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 559 PART-TIME 290

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
559	100.0	290	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
310	55.4	160	55.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
310	100.0	149	93.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
143	54	33	12	83	67	28	5

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	188	51	224			
# RETURNED SPR.'86 (%)	76(40.4)	35(68.6)	42(18.7)			
MEAN CREDITS ATTEMPTED	13.4	12.0	9.72	55.7	29.5	22.6
MEAN CREDITS EARNED	11.1	8.31	6.51	49.4	21.7	16.3
MEAN GPA	2.38	1.81	1.53	2.52	1.92	1.58
% GPA ≥ 2.0	70	51	38	79	51	38
% SUCCESSFUL SURVIVAL	28	35	7	32	35	7

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	161	42
% PASS	74	78

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Hudson
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 559 PART-TIME 290

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
559	100.0	290	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
309	55.2	157	54.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
305	98.7	139	88.5

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
131	51	39	10	64	67	28	5

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	161	59	243			
# RETURNED SPR.'86 (%)	62(38.5)	34(57.6)	57(23.4)			
MEAN CREDITS ATTEMPTED	13.8	12.0	10.3	55.5	28.4	32.7
MEAN CREDITS EARNED	11.6	8.59	7.01	48.8	22.0	25.8
MEAN GPA	2.39	1.83	1.74	2.51	1.90	1.86
% GPA ≥ 2.0	71	50	46	79	53	47
% SUCCESSFUL SURVIVAL	27	29	11	30	31	11

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	138	50
% PASS	72	70

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Hudson
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 559 PART-TIME 290

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
559	100.0	290	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
383	68.5	181	62.4

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
330	86.1	127	70.1

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
132	55	36	9	27	52	37	11

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	75	83	300			
# RETURNED SPR.'86 (%)	26(34.6)	48(57.8)	79(26.3)			
MEAN CREDITS ATTEMPTED	13.1	11.2	12.5	52.3	32.1	43.4
MEAN CREDITS EARNED	11.7	7.53	9.61	47.1	25.4	36.1
MEAN GPA	2.54	1.82	1.99	2.61	2.04	2.05
% GPA ≥ 2.0	73	54	53	85	60	54
% SUCCESSFUL SURVIVAL	25	31	14	29	35	14

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	45	40
% PASS	75	70

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Hudson
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 559 PART-TIME 290

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
559[1]	100.0[1]	290[1]	100.0[1]

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
105	18.7[1]	48	16.5[1]

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
55	52.3[2]	26	54.1[2]

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
74	64	27	9	23	61	26	13

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	21	17	70			
# RETURNED SPR.'86 (%)	10(47.6)	12(70.5)	18(25.7)			
MEAN CREDITS ATTEMPTED	9.50	10.8	13.8	42.7	29.1	39.6
MEAN CREDITS EARNED	8.80	7.08	11.3	38.6	20.3	34.8
MEAN GPA	2.75	1.51	2.01	2.75	1.83	2.11
% GPA ≥ 2.0	90	42	44	90	42	55
% SUCCESSFUL SURVIVAL	43	29	11	43	29	14

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	12	7
% PASS	83	71

NOTES:

[1] Only 253 FT & 151 PT students took algebra portion of test; algebra testing not required for students who have not taken an algebra course.
[2] Course required only in certain programs.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE HUDSON

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 166

Writing: SS 164

Computation: MC 169

Elementary Algebra: EA 168 and curriculum requiring algebra

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	100	93
Writing:	99	89
Computation:	86	70
Elementary Algebra:	52	54

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	0	0.0	3	1.8
Writing:	0	0.0	5	3.1
Computation:	47	12.2	4	2.2
Elementary Algebra:	10	9.5	3	6.2

HUDSON COUNTY COMMUNITY COLLEGE

Full- and Part-Time
Pre-Test and Post-Test Results for Remedial Courses (Final Level Only)
In Reading, Writing, Math Compution and Elementary Algebra
(Fall 1984 Cohort)

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total Number Enrolled In Course	Name of Test Administered	Section Of Test Administered	Minimun Score Needed to Determing Proficiency[2]	N[3]	PRE-TEST		POST-TEST		% of Students Attaining Min. Level on the Post-Test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
College Reading II	200	NJCBSPT	Reading Comprehension	165[5]	92	141.83	8.21	160.40	8.14	49
Basic English II	184	NJCBSPT	Sentence Sense	163	83	146.84	7.22	160.96	6.84	53
Basic Math II	173	NJCBSPT	Computation I	168	61	152.93	6.44	164.97	8.13	49
Basic Algebra	67	NJCBSPT	Computation II	167	25	155.72	4.78	171.72	6.94	88

[1] Final level of the remedial courses in each skill area.

[2] The scaled/standard score which will exempt students from being placed in the remedial course.

[3] Number of students who took both pre-test and the post-test, and who passed the course.

[4] Percentage of students whose post-test scores were equal to or more than the minimum score on the pre-test.

[5] The score for 1985 students has been changed to 167.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Mercer
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1361 PART-TIME 716

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1361	100.0	716	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
618	45.4	320	44.6

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
594	96.1	241	75.3

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
430	76*	17	7	125	74*	15	11

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA[1]		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	743	413	205			
# RETURNED SPR.'86 (%)	395(53.1)	234(56.6)	19(9.2)			
MEAN CREDITS ATTEMPTED	11.0	10.4	7.1	44	33	21
MEAN CREDITS EARNED	9.8	8.6	5.4	39	30	18
MEAN GPA	2.42	1.94	1.42	2.39	2.03	1.51
% GPA ≥ 2.0	73	56	32	72	54	21
% SUCCESSFUL SURVIVAL	39	31	3	38	31	2

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	118	214
% PASS	88	68

NOTES:

*According to institution, understates the true percentage of students who successfully completed remediation (cf. 80% FT and 84% PT respectively).

[1] For comparable '83 cohort data, see tables included in 8/10/87 correspondence.

[V092987]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Mercer
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1361 PART-TIME 716

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1361	100.0	716	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
518	38.0	279	38.9

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
491	94.7	203	72.7

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
386	74*	19	7	128	75*	16	9

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA[1]		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	843	358	160			
# RETURNED SPR.'86 (%)	434(51.4)	195(54.4)	19(11.8)			
MEAN CREDITS ATTEMPTED	11.1	10.1	7.3	44	31	24
MEAN CREDITS EARNED	9.9	8.2	6.1	39	28	20
MEAN GPA	2.43	1.82	1.60	2.41	1.91	1.66
% GPA ≥ 2.0	74	51	42	73	46	36
% SUCCESSFUL SURVIVAL	38	28	5	38	24	4

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	103	304
% PASS	80	71

NOTES:

*According to institution, understates the true percentage of students who successfully completed remediation (cf. 78% FT and 83% PT respectively).

[1] For comparable '83 cohort data, see tables included in 8/10/87 correspondence.

[V092987]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Mercer
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1361 PART-TIME 716

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1361	100.0	716	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
625	45.9	370	51.6

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
594	95.0	288	77.8

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
544	70*	26	5	225	80*	13	7

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA[1]		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	736	429	196			
# RETURNED SPR.'86 (%)	388(52.7)	240(55.9)	20(10.2)			
MEAN CREDITS ATTEMPTED	11.1	10.3	6.3	44	34	22
MEAN CREDITS EARNED	10.0	8.5	4.1	40	30	16
MEAN GPA	2.46	1.92	0.99	2.41	2.04	1.39
% GPA $\geq$ 2.0	74	56	40	72	56	10
% SUCCESSFUL SURVIVAL	39	31	2	38	30	1

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	181	107
% PASS	73	59

NOTES:

*According to institution, understates the true percentage of students who successfully completed remediation (cf. 72% FT and 84% PT respectively).

[1] For comparable '83 cohort data, see tables included in 8/10/87 correspondence.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Mercer
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1361 PART-TIME 716

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1361	100.0	716	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
821	60.3	531	74.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
640	77.9	303	57.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
587	64*	29	7	241	70*	23	7

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA[1]		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	540	431	390			
# RETURNED SPR.'86 (%)	311(57.5)	273(63.3)	64(16.4)			
MEAN CREDITS ATTEMPTED	11.3	10.7	7.6	45	36	26
MEAN CREDITS EARNED	10.2	9.1	5.4	40	33	22
MEAN GPA	2.46	2.13	1.39	2.41	2.19	1.66
% GPA $\geq$ 2.0	74	63	41	72	61	37
% SUCCESSFUL SURVIVAL	42	40	7	42	39	6

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	49	228
% PASS	80	66

NOTES:

*According to institution, understates the true percentage of students who successfully completed remediation (cf. 67% FT and 76% PT respectively).

[1] For comparable '83 cohort data, see tables included in 8/10/87 correspondence.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE MERCER

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 163

Writing: SS 165; for students with SS 156-164 inclusive, Essay of 8 was used as cut off

Computation: MC 165

Elementary Algebra: EA 167

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	98	72
Writing:	96	72
Computation:	95	75
Elementary Algebra:	77	53

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	12	1.9	12	3.7
Writing:	8	1.5	12	4.3
Computation:	3	0.4	8	2.1
Elementary Algebra:	27	3.2	40	7.5

MERCER COUNTY COMMUNITY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
ES 210 (Reading)	814	RAT	Form B	40	561	35.8	6.2	47.0	5.7	100
ES 100 (Writing)	896	Sentence Skills(Local)	-	40	460	37.9	6.0	46.8	4.2	100
MS 100	1339	NJCBSPT	Computation	165	610	155.1	5.8	172.8	4.4	100
MS 110	1325	NJCBSPT	EA	167	695	155.0	13.4	181.2	12.4	100

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Middlesex
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1906 PART-TIME 738

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1881	98.6	543	73.5

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
833	44.2	152	27.9

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
818	98.1	115	75.6

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
815	77.9	9.1	12.9	112	86.6	6.3	7.1

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	1048	639	194			
# RETURNED SPR.'86 (%)	560(53.4)	360(56.3)	14(7.2)			
MEAN CREDITS ATTEMPTED	12.9	12.5	5.21	59.4	59.0	34.9
MEAN CREDITS EARNED	11.3	10.7	4.86	47.2	38.0	5.07
MEAN GPA	2.46	2.10	0.97	2.58	2.15	1.02
% GPA ≥ 2.0	78.2	63.1	35.7	81.8	62.5	21.4
% SUCCESSFUL SURVIVAL	41.5	34.6	2.6	43.7	35.2	1.5

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	800	415
% PASS	77.3	74.2

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
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1984-86 INSTITUTIONAL PROFILE
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COLLEGE Middlesex
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1906 PART-TIME 738

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1881	98.6	543	73.5

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
637	33.8	126	23.2

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
629	98.7	95	75.3

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
626	72.2	15.0	12.8	93	86.0	8.6	5.4

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	1244	457	180			
# RETURNED SPR.'86 (%)	643(51.6)	276(60.3)	15(8.3)			
MEAN CREDITS ATTEMPTED	12.9	12.5	4.73	59.4	59.0	33.9
MEAN CREDITS EARNED	11.4	10.5	3.00	46.8	36.4	5.47
MEAN GPA	2.45	2.06	0.71	2.54	2.14	0.82
% GPA ≥ 2.0	77.3	62.0	14.3	79.8	62.3	6.7
% SUCCESSFUL SURVIVAL	39.5	36.8	1.1	41.2	37.6	0.6

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	977	393
% PASS	75.8	73.8

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
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COLLEGE Middlesex
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1906 PART-TIME 738

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1881	98.6	543	73.5

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
868	46.1	220	40.5

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
805	92.7	158	71.8

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
763	70.4	18.0	11.7	150	83.3	8.0	8.7

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '85 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	1013	610	258			
# RETURNED SPR.'86 (%)	556(54.8)	354(58.0)	24(9.3)			
MEAN CREDITS ATTEMPTED	13.1	12.3	5.75	59.5	59.2	38.5
MEAN CREDITS EARNED	11.5	10.6	4.00	47.8	38.0	8.08
MEAN GPA	2.51	2.08	0.92	2.59	2.17	1.14
% GPA ≥ 2.0	78.6	64.1	30.4	81.8	63.8	20.8
% SUCCESSFUL SURVIVAL	42.3	36.9	2.7	44.9	37.0	1.9

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	521	127
% PASS	73.1	66.9

NOTES:

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COLLEGE Middlesex
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1906 PART-TIME 738

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1881	98.6	543	73.5

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME[2] #	PART-TIME[2] %
188	9.9[1]		

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
172	91.4		

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
112	80.4	10.7	8.9				

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '85 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	262	96	92			
# RETURNED SPR.'86 (%)	154(58.7)	66(68.7)	20(21.7)			
MEAN CREDITS ATTEMPTED	13.8	12.1	9.85	62.0	61.8	52.5
MEAN CREDITS EARNED	11.9	10.5	7.10	48.1	38.6	20.6
MEAN GPA	2.62	2.23	1.52	2.59	2.31	1.71
% GPA ≥ 2.0	81.5	68.2	40.0	80.5	66.7	40.0
% SUCCESSFUL SURVIVAL	46.9	46.9	8.7	47.3	45.8	8.7

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	188	59
% PASS	76.1	69.5

NOTES:

[1] Students are identified as needing remediation only in certain programs.
[2] Part-time data not applicable, since PT students do not enroll in programs requiring algebra

COLLEGE MIDDLESEX

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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 162

Writing: SS 162 and review of Essay scores

Computation: MC 166

Elementary Algebra: EA 167 and curriculum requiring Math

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	98	67
Writing:	99	83
Computation:	97	69
Elementary Algebra:	91	--

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	0	0.0	6	3.9
Writing:	0	0.0	4	3.1
Computation:	1	0.1	9	4.0
Elementary Algebra:	2	1.0	--	---

MIDDLESEX COUNTY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA

FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
RDG007		NJCBSPT	Reading Comprehension	161	105	138.2	3.34	151.2	10.33	19.0
RDG011		NJCBSPT	Reading Comprehension	161	325	152.8	7.17	161.6	8.48	57.8
ENG010		NJCBSPT	Sentence Sense	162	370	153.4	7.42	162.0	7.42	54.9
MAT010		NJCBSPT	Math Computation	166	217	155.3	5.20	166.4	6.72	55.3
014 MAT018		NJCBSPT	Elementary Algebra	168	49	159.4	5.27	174.5	5.34	93.9

NEW JERSEY BASIC SKILLS COUNCIL
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1984-86 INSTITUTIONAL PROFILE
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COLLEGE Morris
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1985 PART-TIME 474

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
1806	90.9	458	96.6

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
406	22.4	36	7.8

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
398	98.0	22	61.1

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
398	66	22	3	22	68	23	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	1277	262	144			
# RETURNED SPR.'86 (%)	741(58.0)	165(62.9)	37(25.6)			
MEAN CREDITS ATTEMPTED	12	13	7	48	43	28
MEAN CREDITS EARNED	11	12	6	45	38	22
MEAN GPA	2.6	2.3	1.6	2.4	2.1	1.5
% GPA > 2.0[1]				76.9	63.6	29.7
% SUCCESSFUL SURVIVAL[1]				44.6	40.1	7.6

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	1054	228
% PASS	86	87

NOTES:

[1] Term data not available.

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COLLEGE Morris
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1985 PART-TIME 474

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
1806	90.9	458	96.6

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
471	26.0	42	9.1

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
459	97.4	24	57.1

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
459	62	24	4	24	58	25	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	1210	286	185			
# RETURNED SPR.'86 (%)	720(59.5)	176(61.5)	47(25.4)			
MEAN CREDITS ATTEMPTED	12	12	8	49	42	31
MEAN CREDITS EARNED	11	11	7	45	36	24
MEAN GPA	2.8	2.2	1.9	2.5	2.0	1.6
% GPA > 2.0[1]				78.5	58.0	40.4
% SUCCESSFUL SURVIVAL[1]				46.7	35.7	10.3

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	1034	248
% PASS	86	87

NOTES:

[1] Term data not available.

NEW JERSEY BASIC SKILLS COUNCIL
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COLLEGE Morris
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1985 PART-TIME 474

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1806	90.9	458	96.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
382	21.1	56	12.2

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
360	94.2	32	57.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
360	64	0	2	32	63	0	3

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	1295	229	153			
# RETURNED SPR.'86 (%)	750(57.9)	143(62.4)	50(32.6)			
MEAN CREDITS ATTEMPTED	12	12	10	49	41	34
MEAN CREDITS EARNED	11	11	8	45	35	27
MEAN GPA	2.6	2.2	2.0	2.4	2.0	1.7
% GPA > 2.0[1]				78.3	55.9	38.0
% SUCCESSFUL SURVIVAL[1]				45.3	34.9	12.4

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	69	4
% PASS	72	25

NOTES:

[1] Term data not available.

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COLLEGE Morris
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1985 PART-TIME 474

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1806	90.9	458	96.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
182	10.0	23	5.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
128	70.3	5	21.7

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
128	67	17	8	5	20	0	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	1403	86	96			
# RETURNED SPR.'86 (%)	850(60.5)	53(61.6)	40(41.6)			
MEAN CREDITS ATTEMPTED	12	12	12	47	48	36
MEAN CREDITS EARNED	11	11	10	43	44	31
MEAN GPA	2.7	2.5	2.4	2.4	2.3	2.0
% GPA > 2.0[1]				73.2	81.1	52.5
% SUCCESSFUL SURVIVAL[1]				44.3	50.0	21.9

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	63	2
% PASS	70	50

NOTES:

[1] Term data not available.

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COLLEGE MORRIS

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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 165 with Essay 7

Writing: C 165 plus either SAT-V 350 or high school grade of "C"

Computation: MC 165 plus either SAT-M 350 or high school grade of "C"

Elementary Algebra: EA 172 plus either SAT-M 400 or grade of "C" in high school algebra or geometry

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	97	41
Writing:	98	61
Computation:	95	39
Elementary Algebra:	93	40

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	8	1.9	8	22.2
Writing:	12	2.5	9	21.4
Computation:	22	5.7	15	26.7
Elementary Algebra:	35	19.2	9	39.1

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COLLEGE Ocean
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 962 PART-TIME 396

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME[1]	
#	%	#	%
935	97.1	226	57.0

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
427	45.6	120	53.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
373	87.3	71	59.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[2]:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
373	77.5	14.5	8.0	71	74.6	11.3	14.1

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data)[3]:

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	508	296	131			
# RETURNED SPR.'86 (%)	282(55.5)	181(61.1)	20(15.2)			
MEAN CREDITS ATTEMPTED	13.6	13.2	10.6	55.4	50.2	41.4
MEAN CREDITS EARNED	11.5	10.6	6.5	49.4	41.7	28.8
MEAN GPA	2.50	2.24	1.59	2.67	2.26	1.96
% GPA $\geq$ 2.0	86.0	84.5	60.0	97.2	92.8	75.0
% SUCCESSFUL SURVIVAL	48.8	51.7	9.2	53.9	56.8	11.5

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	231	221
% PASS[4]	82.3	78.3

NOTES:

[1] Includes degree-seeking students only.
[2] Passing defined as a grade of "C" or better, or "pass."
[3] Second study group ("completed") defined as grade of "C" or better, or "pass."
[4] Considered passing if college credits granted.

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COLLEGE Ocean
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 962 PART-TIME 396

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME[1]	
#	%	#	%
935	97.1	226	57.0

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
185	19.7	67	29.6

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
181	97.8	49	73.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[2]:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
181	76.2	11.0	12.7	49	67.3	18.4	14.3

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data)[3]:

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	750	141	44			
# RETURNED SPR.'86 (%)	394(52.5)	85(60.2)	4(9.0)			
MEAN CREDITS ATTEMPTED	13.5	13.0	3.8	54.3	47.9	23.0
MEAN CREDITS EARNED	11.3	9.6	1.0	47.8	37.7	9.8
MEAN GPA	2.47	1.93	1.63	2.58	2.10	1.35
% GPA $\geq$ 2.0	87.8	76.5	50.0	96.4	88.2	50.0
% SUCCESSFUL SURVIVAL	46.1	46.1	4.5	50.7	53.2	9.1

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	448	121
% PASS	78.8	71.9

NOTES:

[1] Includes degree-seeking students only.
[2] Passing defined as a grade of "C" or better, or "pass."
[3] Second study group ("completed") defined as grade of "C" or better, or "pass."

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Ocean
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 962 PART-TIME 396

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME[1] #	PART-TIME[1] %
935	97.1	226	57.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
298	31.8	103	45.5

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
263	88.2	63	61.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[2]:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
263	73.4	14.1	12.5	63	81.0	9.5	9.5

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data)[3]:

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	637	203	95			
# RETURNED SPR.'86 (%)	357(56.0)	105(51.7)	21(22.1)			
MEAN CREDITS ATTEMPTED	13.7	13.0	9.7	55.3	48.0	37.4
MEAN CREDITS EARNED	11.5	9.8	7.1	48.6	39.0	28.9
MEAN GPA	2.50	2.03	1.79	2.59	2.24	1.91
% GPA $\geq$ 2.0	88.5	78.1	71.4	95.5	94.3	81.0
% SUCCESSFUL SURVIVAL	49.6	40.4	15.8	53.5	48.8	17.9

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	204	52
% PASS	78.4	53.8

NOTES:

[1] Includes degree-seeking students only.
[2] Passing defined as a grade of "C" or better, or "pass."
[3] Second study group ("completed") defined as grade of "C" or better, or "pass."

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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COLLEGE Ocean
BASIC SKILL AREA Algebra*
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME ___ PART-TIME ___

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %

5. Course enrollment (any semester from Summer '84 to Spring '85) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #						
# RETURNED SPR.'86 (%)						
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA $\geq$ 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

*Algebra data not available (no explanation).

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE OCEAN

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 161 and in-house test

Writing: Essay 9 and SS 145; Essay 7-8 and SS 150; Essay 6

Computation: MC 161; in-house test

Elementary Algebra: EA 161

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	85	50
Writing:	97	68
Computation:	86	55
Elementary Algebra:	50	45

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	11	2.5	10	8.3
Writing:	0	0.0	3	4.4
Computation:	11	3.6	5	4.8
Elementary Algebra:				

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Passaic
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 385 PART-TIME 353

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
351	91.1	226	64.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
298	84.9	165	73.0

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
275	92.2	120	72.7

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass[1]	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
160	50	44	4	61	52.5	39	3

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	53	80	218			
# RETURNED SPR.'86 (%)	29(54.7)	46(57.5)	8(3.6)			
MEAN CREDITS ATTEMPTED	11.9	7.9	6.6	43.3	28.3	11.8
MEAN CREDITS EARNED	9.6	7.1	4.8	39.8	24.4	9.9
MEAN GPA	2.06	1.96	1.37	2.50	2.01	1.68
% GPA ≥ 2.0	58.6	64.3	40.0	69.0	58.7	62.5
% SUCCESSFUL SURVIVAL	32.1	37.0	1.50	37.7	33.8	2.3

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	47	62
% PASS	81	56

NOTES:

[1] Passing defined as a grade of "C" or better.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Passaic
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 385 PART-TIME 353

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
351	91.1	226	64.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
324	92.3	175	77.4

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
314	96.9	139	79.4

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass[1]	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
211	50	41	7	86	41	52	5

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	24	106	221			
# RETURNED SPR.'86 (%)	14(58.3)	56(52.8)	13(5.8)			
MEAN CREDITS ATTEMPTED	12.8	8.8	6.1	47.9	33.0	13.9
MEAN CREDITS EARNED	12.1	7.3	4.7	44.8	28.7	8.5
MEAN GPA	2.79	1.88	1.66	2.87	2.14	1.56
% GPA ≥ 2.0	71.4	59.3	42.9	78.6	62.5	46.2
% SUCCESSFUL SURVIVAL	41.7	31.3	2.5	45.8	33.0	2.7

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	19	97
% PASS	100	39

NOTES:

[1] Passing defined as a grade of "C" or better.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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COLLEGE Passaic
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 385 PART-TIME 353

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
351	91.1	226	64.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
326	92.8	187	82.7

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
295	90.4	114	60.9

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass[1]	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
165	62	36	1	60	63	28	3

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data)[2]:

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	10	102	224			
# RETURNED SPR.'86 (%)	7(70.0)	61(59.8)	10(4.4)			
MEAN CREDITS ATTEMPTED	9.6	9.4	7.0	34.9	31.5	22.6
MEAN CREDITS EARNED	8.4	7.7	5.1	32.3	28.6	17.1
MEAN GPA	1.93	1.97	1.43	2.43	2.12	1.61
% GPA > 2.0	57.1	62.3	37.5	57.1	62.3	40.0
% SUCCESSFUL SURVIVAL	40.0	37.3	1.7	40.0	37.3	1.8

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	10	16
% PASS	60	69

NOTES:

[1] Passing defined as a grade of "C" or better.

[2] Study group "A" ("not needed") includes students not requiring algebra remediation.

[V082187]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Passaic
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 385 PART-TIME 353

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
351	91.1	226	64.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
15	4.2	5	2.2

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
12	80.0	4	80.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass[1]	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
12	83	8	8	4	100	0	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	10	10	5			
# RETURNED SPR.'86 (%)	7(70.0)	2(20.0)	3(60.0)			
MEAN CREDITS ATTEMPTED	9.6	12.0	11.3	34.9	43.5	57.7
MEAN CREDITS EARNED	8.4	12.0	11.3	32.3	43.5	57.7
MEAN GPA	1.93	3.13	3.19	2.43	3.24	3.33
% GPA > 2.0	57.1	100	100	57.1	100	100
% SUCCESSFUL SURVIVAL	40.0	20.0	60.0	40.0	20.0	60.0

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	10	3
% PASS	60	33.3

NOTES:

[1] Passing defined as a grade of "C" or better.

[V082187]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE PASSAIC

1984-86 INSTITUTIONAL PROFILE EFFECTIVENESS REPORT
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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 165

Writing: SS 165, Essay 9

Computation: MC 165

Elementary Algebra: EA 176 with MC > 165

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	92	73
Writing:	97	79
Computation:	90	61
Elementary Algebra:	60	40

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	2	0.6	2	1.2
Writing:	0	0.0	2	1.1
Computation:	0	0.0	1	0.5
Elementary Algebra:	2	13.3	0	0.0

PASSAIC COUNTY COMMUNITY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY)
IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled In Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
EN004 Dev. Writing	106	Holistic Essay		8	32	6.12	1.56	7.85	0.97	65.6%
RD004 Dev. Reading	80	Stanford A Diagnostic	Read. Comp.	38 or 10.1 Gr.Eqv	21	34.76	5.19	37.76	6.59	52.4%
MA 004 Applic. Basic Math	102	NJCBSPT 80/81	Computation	SS 170	24	19.5	3.96	23.38	4.21	75.0%

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Raritan Valley
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 675 PART-TIME 320

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
673	99.7	309	96.5

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
250	37.1	118	38.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
237	94.8	103	87.2

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
237	87	8	3	103	60	15	10

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	424	206	43			
# RETURNED SPR.'86 (%)	167(39.3)	74(35.9)	6(13.9)			
MEAN CREDITS ATTEMPTED	13.8	11.8	7.8	42.2	34.9	17.3
MEAN CREDITS EARNED	13.2	11.1	6.8	41.2	33.3	13.9
MEAN GPA	2.74	2.25	1.47	2.71	2.26	1.59
% GPA $\geq$ 2.0	86	72	17	90	84	0
% SUCCESSFUL SURVIVAL	34	26	2	36	30	0

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	209	102
% PASS	97	92

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

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COLLEGE Raritan Valley
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 675 PART-TIME 320

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
673	99.7	309	96.5

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
227	33.7	91	29.4

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
217	95.5	81	89.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
217	81	15	4	81	79	14	7

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	446	176	51			
# RETURNED SPR.'86 (%)	173(38.7)	60(34.0)	1(1.9)			
MEAN CREDITS ATTEMPTED	13.8	11.3	6.0	41.3	34.8	13.0
MEAN CREDITS EARNED	13.2	10.9	6.0	40.1	33.8	6.0
MEAN GPA	2.70	2.37	1.50	2.66	2.37	0.69
% GPA $\geq$ 2.0	84	82	0	86	78	0
% SUCCESSFUL SURVIVAL	32	28	0	33	27	0

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	246	67
% PASS	96	87

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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COLLEGE Raritan Valley
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 675 PART-TIME 320

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
673	99.7	309	96.5

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
231	34.3	170	55.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
195	84.4	106	62.3

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
195	63	26	7	106	57	17	6

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	478	123	72			
# RETURNED SPR.'86 (%)	154(32.2)	51(41.4)	0(0.0)			
MEAN CREDITS ATTEMPTED	13.8	10.8		42.0	30.4	
MEAN CREDITS EARNED	13.2	9.9		41.0	28.7	
MEAN GPA	2.68	2.07		2.68	2.13	
% GPA ≥ 2.0	85	63		86	61	
% SUCCESSFUL SURVIVAL	27	26		29	25	

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	202	22
% PASS	85	95

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Raritan Valley
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 675 PART-TIME 320

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
673	99.7	309	96.5

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
154	22.8	85	27.5

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
138	89.6	83	97.6

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
138	62	14	8	83	70	16	6

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	519	86	68			
# RETURNED SPR.'86 (%)	122(23.5)	71(82.5)	3(4.4)			
MEAN CREDITS ATTEMPTED	14.2	11.1	10.5	43.8	31.5	28.7
MEAN CREDITS EARNED	13.6	10.1	9.7	42.5	29.6	27.1
MEAN GPA	2.71	2.22	2.48	2.70	2.31	2.50
% GPA > 2.0	85	69	67	88	81	67
% SUCCESSFUL SURVIVAL	24	57	3	23	59	3

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	146	28
% PASS	86	96

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE RARITAN VALLEY

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 162

Writing: SS 162

Computation: MC 165

Elementary Algebra: EA 167 with MC > 165

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	95	85
Writing:	91	67
Computation:	84	62
Elementary Algebra:	90	96

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	0	0.0	0	0.0
Writing:	0	0.0	0	0.0
Computation:	0	0.0	0	0.0
Elementary Algebra:	0	0.0	0	0.0

RARITAN VALLEY COMMUNITY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
Effective Reading	161	NJCBSPT	Reading Comprehension	Standard Score 162	134	144.8	5.8	163.0	9.7	69%
Critical Reading	179	NJCBSPT	Reading Comp	Standard Score 162	158	157.9	2.6	167.3	6.6	85%
Basic Composition Seminar	298	NJCBSPT	Sentence Sense	Standard Score 162	178	148.6	9.84	161.3	8.69	51%
Basic Arithmetic	301	NJCBSPT	Computation	Standard Score 165	146	156.2	5.39	171.4	5.96	86%
Elementary Algebra	239	NJCBSPT	Algebra	Standard Score 165	145	157.1	5.79	172.7	6.70	84%

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Salem
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 230 PART-TIME 130

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
230	100.0	122	93.8

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
106	46.0	31	25.4

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
92	86.7	15	48.3

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
92	65	24	11	15	67	20	13

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '85 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	124	60	46			
# RETURNED SPR.'86 (%)	55(44.3)	29(48.3)	4(8.6)			
MEAN CREDITS ATTEMPTED	14	12	14	58	44	49
MEAN CREDITS EARNED	11	9	11	51	35	44
MEAN GPA	2.45	1.83	2.75	2.68	2.08	2.57
% GPA > 2.0	76	52	100	84	52	100
% SUCCESSFUL SURVIVAL	34	25	9	37	25	9

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[1]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	104	39
% PASS	78	82

NOTES:

[1] Note that 5% of students transferred in credits for English 101.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Salem
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 230 PART-TIME 130

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
230	100.0	122	93.8

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
108	46.9	37	30.3

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
102	94.4	20	54.0

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
80	65	25	10	13	69	8	8

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	122	53	56			
# RETURNED SPR.'86 (%)	58(47.5)	30(56.6)	2(3.5)			
MEAN CREDITS ATTEMPTED	14	13	3	59	45	15
MEAN CREDITS EARNED	12	8.7	0	53	32	3
MEAN GPA	2.57	1.75	0.0	2.74	1.93	0.66
% GPA > 2.0	83	47	0	90	47	0
% SUCCESSFUL SURVIVAL	39	26	0	43	26	0

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[1]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	107	44
% PASS	77	75

NOTES:

[1] Note that 5% of students transferred in credits for English 101.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Salem
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 230 PART-TIME 130

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
230	100.0	122	93.8

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
90	39.1	31	25.4

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
82	91.1	18	58.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
82	61	26	13	18	83	6	11

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	140	48	42			
# RETURNED SPR.'86 (%)	67(47.8)	20(41.6)	1(2.3)			
MEAN CREDITS ATTEMPTED	14	12	0	57	43	9
MEAN CREDITS EARNED	11	8.7	0	49	32	3
MEAN GPA	2.40	1.85	0	2.65	1.93	1.00
% GPA ≥ 2.0	75	55	0	84	45	0
% SUCCESSFUL SURVIVAL	38	23	0	40	19	0

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	25	18
% PASS	84	67

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Salem
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 230 PART-TIME 130

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
230	100.0	122	93.8

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
123*	53.4*	81*	66.3*

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
74**	60.1**	34**	41.9**

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
74	66	22	12	34	65	21	15

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	156	49	25			
# RETURNED SPR.'86 (%)	61(39.1)	25(51.0)	4(16.0)			
MEAN CREDITS ATTEMPTED	14	12	11	57	44	39
MEAN CREDITS EARNED	12	10	6	49	39.8	22
MEAN GPA	2.35	2.21	1.42	2.55	2.57	1.07
% GPA ≥ 2.0	72	72	25	77	72	25
% SUCCESSFUL SURVIVAL	28	37	4	30	37	4

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	51	36
% PASS	96	86

NOTES:

*Includes students requiring algebra but first required to take computation (34 FT & 21 PT), and students not required by program to take algebra (46 FT & 32 PT).

**Corresponding enrollment breakouts (see above footnote): 13 FT & 8 PT, and 18 FT & 5 PT.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE SALEM

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 163

Writing: SS 163

Computation: MC 161, in-house test

Elementary Algebra: EA 168, in-house test

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	86	42
Writing:	97	54
Computation:	91	61
Elementary Algebra:	100	68

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	5	4.7	4	12.9
Writing:	0	0.0	1	2.7
Computation:	1	1.1	3	9.6
Elementary Algebra:	5	4.0	8	9.8

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Sussex
BASIC SKILL AREA Read & Writ
AREA NUMBER 1 of 3

1. Students required to be tested: FULL-TIME __ PART-TIME 165

2. Students tested (and % of those counted in #1 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
			165	100.0

3. Students needing remediation (% of those tested):

	FULL-TIME		PART-TIME	
	#	%	#	%
			35	21.2

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
			35	100.0

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
				35	88	0	11

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data)[1]:

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #						
# RETURNED SPR.'86 (%)	( )	( )	( )			
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA > 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[1]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

Throughout, PT represents students tested by Sussex--FT data not available since students presumed to be reported by other institutions.

[1] Not applicable.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Sussex
BASIC SKILL AREA Computation*
AREA NUMBER 2 of 3

1. Students required to be tested: FULL-TIME __ PART-TIME 165

2. Students tested (and % of those counted in #1 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
			165	100.0

3. Students needing remediation (% of those tested):

	FULL-TIME		PART-TIME	
	#	%	#	%
			73	44.2

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
			48	65.7

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
				48	88	0.04	0.08

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data)[1]:

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #						
# RETURNED SPR.'86 (%)	( )	( )	( )			
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA > 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[1]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

*Course includes some algebra content.

Throughout, PT represents students tested by Sussex--FT data not available since students presumed to be reported by other institutions.

[1] Not applicable.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Sussex
BASIC SKILL AREA Algebra
AREA NUMBER 3 of 3

1. Students required to be tested: FULL-TIME __ PART-TIME 165

2. Students tested (and % of those counted in #1 above):

	FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
			165	100.0

3. Students needing remediation (% of those tested):

	FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
			57	34.5

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

	FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
			36	63.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
				36	78		0.05

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data)[1]:

	TERM DATA (SPRING '86) Remediat. Not Needed	TERM DATA (SPRING '86) Remediat. Completed	TERM DATA (SPRING '86) Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	CUMULATIVE DATA Remediat. Completed	CUMULATIVE DATA Remediat. Not Completed
TOTAL #						
# RETURNED SPR.'86 (%)	( )	( )	( )			
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA $\geq$ 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[1]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

Throughout, PT represents students tested by Sussex--FT data not available since students presumed to be reported by other institutions.

[1] Not applicable.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE SUSSEX

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading:* RC 165 and Essay 7

Writing: (No separate writing course)

Computation: MC 165

Elementary Algebra: EA 167 and MC > 165

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:*	--	37
Writing:	--	--
Computation:	--	55
Elementary Algebra:	--	54

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:*	--	--	0	0.0
Writing:	--	--	--	----
Computation:	--	--	12	16.4
Elementary Algebra:	--	--	20	35.0

*Reading and Writing.

SUSSEX COUNTY COMMUNITY COLLEGE COMMISSION

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY)
IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
ENG 010	7	NJCBSPT		165		153	7.01	170	9.53	98
ENG 010	4 } 33	NJCBSPT	SS & RC	165	33	143	6.54	167	1.92	100
ENG 010	4	NJCBSPT		165		149	13.40	174	2.69	100
ENG 010	9	NJCBSPT		165		152	11.55	165	1.25	98
ENG 010	9	NJCBSPT		165		151	8.16	165	1.25	98
MA 010	26 } 44	NJCBSPT	MC & EA			155		173		
MA 010	18	NJCBSPT		167 (EA)	44	149	7.16	176	5.76	96 (EA)
MA 020	14	NJCBSPT		167		153	8.56	168	1.78	98
MA 020	8 } 36	NJCBSPT		167	36	153	10.40	170	5.63	100
MA 020	14	NJCBSPT		167		151	5.06	174	8.01	100

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Union
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 960 PART-TIME 413

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
913	95.1	303	73.3

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
537	58.8	155	51.1

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
505	94.0	97	62.5

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
505	71.8	15.9	8.5	97	63.9	22.7	8.2

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	376	362	175			
# RETURNED SPR.'86 (%)	214(56.9)	221(61.0)	46(26.2)			
MEAN CREDITS ATTEMPTED	13.3	12.5	11.9	46.6	31.6	26.0
MEAN CREDITS EARNED	10.6	8.06	7.04	44.1	28.1	23.4
MEAN GPA	2.31	1.60	1.44	2.46	2.01	1.80
% GPA $\geq$ 2.0	67.1	29.8	37.0	77.6	54.8	50.0
% SUCCESSFUL SURVIVAL	38.2	18.2	9.7	44.2	33.5	13.1

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	193	180
% PASS	94.3	91.1

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Union
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 960 PART-TIME 413

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
913	95.1	303	73.3

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
406	44.4	112	36.9

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
380	93.5	58	51.7

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
380	71.8	17.1	7.9	58	56.9	27.6	5.2

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	507	273	133			
# RETURNED SPR.'86 (%)	284(56.0)	157(57.5)	45(33.8)			
MEAN CREDITS ATTEMPTED	13.2	12.3	12.5	44.5	29.7	22.8
MEAN CREDITS EARNED	10.3	7.97	6.09	41.8	26.4	20.1
MEAN GPA	2.20	1.60	1.22	2.39	1.98	1.73
% GPA $\geq$ 2.0	62.1	34.9	23.3	76.4	51.0	42.2
% SUCCESSFUL SURVIVAL	34.8	20.1	7.9	42.8	29.3	14.3

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	263	123
% PASS	94.7	88.6

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Union
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 960 PART-TIME 413

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
913	95.1	303	73.3

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
514	56.2	168	55.4

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
484	94.1	104	61.9

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
484	69.6	16.3	13.9	104	68.3	20.2	11.5

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	399	337	177			
# RETURNED SPR.'86 (%)	219(54.8)	200(59.3)	63(35.5)			
MEAN CREDITS ATTEMPTED	13.3	12.6	12.9	45.7	31.7	29.4
MEAN CREDITS EARNED	10.4	8.36	6.71	43.2	28.7	25.6
MEAN GPA	2.24	1.70	1.39	2.43	2.07	1.75
% GPA $\geq$ 2.0	63.9	38.3	36.7	77.2	54.0	54.0
% SUCCESSFUL SURVIVAL	35.1	22.7	13.1	42.4	32.0	19.2

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	96	45
% PASS	91.7	73.3

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Union
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 960 PART-TIME 413

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
913	95.1	303	73.3

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
104	11.3	47	15.5

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
93	89.4	28	59.5

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
93	64.5	23.7	11.8	28	60.7	17.9	21.4

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	295	60	44			
# RETURNED SPR.'86 (%)	174(58.9)	30(50.0)	18(40.9)			
MEAN CREDITS ATTEMPTED	13.6	12.6	11.5	47.7	42.3	30.8
MEAN CREDITS EARNED	11.0	9.50	6.72	45.7	39.3	23.8
MEAN GPA	2.34	2.01	1.98	2.52	2.34	1.66
% GPA $\geq$ 2.0	69.8	46.7	22.2	81.6	80.0	33.3
% SUCCESSFUL SURVIVAL	41.2	23.4	16.7	48.1	40.0	13.6

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	79	10
% PASS	93.7	90.0

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE UNION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 164

Writing: SS 166

Computation: MC 165

Elementary Algebra: EA 167 and curriculum requiring math

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	93	62
Writing:	90	50
Computation:	94	60
Elementary Algebra:	86	53

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	18	3.3	17	10.9
Writing:	24	5.9	14	12.5
Computation:	14	2.7	25	14.8
Elementary Algebra:	7	6.7	12	25.5

UNION COUNTY COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY)
IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled In Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
Intro to College Reading ENG 088	225	NJCBSPT	Essay	5	144	6.58	1.63	5.60	2.02	70.1%
Intro to College Writing ENG 098	157	NJCBSPT	Essay	5	62	5.97	1.34	5.34	1.71	63.9%
Computation MAT 001	452	NJCBSPT	Computation	165 (raw 19)	263	156.23	3.99	171.52	2.12	91.6%
Algebra MAT 002 & 022	125	NJCBSPT	Algebra	166 (raw 13.5	55	159.38	4.10	179.76	2.80	100.0%

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Warren
BASIC SKILL AREA Read & Writ
AREA NUMBER 1 of 3

1. Students required to be tested: FULL-TIME 98[1] PART-TIME 75

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
98	100.0	59	78.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
23	23.4	21	35.5

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
10	43.4	8	38.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
10	80	0	10	8	75	12.5	12.5

6. Pre- and post-test results for remedial courses in skill area: Data not available.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	75	9	14			
# RETURNED SPR.'86 (%)		3(33.3)	2(14.2)			
MEAN CREDITS ATTEMPTED		10.3	7		27.3	30
MEAN CREDITS EARNED		9.3	7		22.3	28.5
MEAN GPA		1.9	2.0		1.8	2.1
% GPA $\geq$ 2.0		33	100		33	100
% SUCCESSFUL SURVIVAL		11	14		11	14

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		3
% PASS		67

NOTES:

[1] Includes in-county and out-of-state students only (out-of-county, in-state attendees are reported by each respective institution).

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Warren
BASIC SKILL AREA Computation
AREA NUMBER 2 of 3

1. Students required to be tested: FULL-TIME 98[1] PART-TIME 75

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
98	100.0	59	78.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
28	28.5	20	33.8

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
6	21.4	3	15.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
6	50	33	0	3	100	0	0

6. Pre- and post-test results for remedial courses in skill area: Data not available.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	70	4	24			
# RETURNED SPR.'86 (%)		1(25.0)	4(16.6)			
MEAN CREDITS ATTEMPTED		9	8.25		46	28.8
MEAN CREDITS EARNED		9	7.5		43	24.8
MEAN GPA		3.0	1.8		2.6	1.68
% GPA $\geq$ 2.0		100	50		100	50
% SUCCESSFUL SURVIVAL		25	8		25	8

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		1
% PASS		100

NOTES:

[1] Includes in-county and out-of-state students only (out-of-county, in-state attendees are reported by each respective institution).

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Warren
BASIC SKILL AREA Algebra
AREA NUMBER 3 of 3

1. Students required to be tested: FULL-TIME 98 [1] PART-TIME 75

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
98	100.0	59	78.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
67	68.3	37	62.7

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
12	17.9	3	8.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
12	25	42	33	3	33	67	0

6. Pre- and post-test results for remedial courses in skill area: Data not available.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	31	3	64			
# RETURNED SPR.'86 (%)		1(33.3)	12(18.7)			
MEAN CREDITS ATTEMPTED		3	8.6		33	35.6
MEAN CREDITS EARNED		3	7.3		30	29.2
MEAN GPA		3.0	2.22		3.6	2.25
% GPA $\geq$ 2.0		100	75		100	75
% SUCCESSFUL SURVIVAL		33	14		33	14

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		0
% PASS		0

NOTES:

[1] Includes in-county and out-of-state students only (out-of-county, in-state attendees are reported by each respective institution).

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE WARREN

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading:* TE 161, Essay 7

Writing: (no separate writing course)

Computation: MC 165

Elementary Algebra: EA 166

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:*	100	100
Writing:	---	---
Computation:	100	100
Elementary Algebra:		

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:*	1	4.3	2	9.5
Writing:	--	---	--	---
Computation:	2	7.1	2	10.0
Elementary Algebra:	10	14.9	9	24.3

*Reading and Writing.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Glassboro
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1040 PART-TIME 59

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1038	99.8	57	96.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
475	45.7	19	33.3

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
463	97.4	15	78.9

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
463	84	10	1	15	73	13	7

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	563	387	88			
# RETURNED SPR.'86 (%)	381(67.6)	277(71.5)	45(51.1)			
MEAN CREDITS ATTEMPTED	14.6	14.5	13.8	59.1	55.2	51.5
MEAN CREDITS EARNED	13.0	12.3	10.9	53.7	48.7	42.5
MEAN GPA	2.65	2.35	1.93	2.71	2.43	2.11
% GPA > 2.0	82.9	75.4	60.0	87.1	77.2	55.5
% SUCCESSFUL SURVIVAL	56	54	31	59	55	28

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	344	233
% PASS	92	90

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Glassboro
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1040 PART-TIME 59

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1038	99.8	57	96.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
287	27.6	17	29.8

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
277	96.5	14	82.3

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
277	84	11	1	14	71	29	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	751	226	61			
# RETURNED SPR.'86 (%)	517(68.8)	169(74.7)	17(27.8)			
MEAN CREDITS ATTEMPTED	14.7	14.5	11.3	58.7	53.5	41.9
MEAN CREDITS EARNED	12.9	12.1	6.9	53.1	46.5	30.9
MEAN GPA	2.61	2.18	1.63	2.66	2.31	2.07
% GPA > 2.0	82.9	68.	47.	84.9	72.7	52.9
% SUCCESSFUL SURVIVAL	57	51	13	58	54	15

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	475	132
% PASS	94	79

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Glassboro
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1040 PART-TIME 59

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1038	99.8	57	96.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
340	32.7	23	40.3

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
328	96.4	18	78.2

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
328	89	9	2	18	72	22	6

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	698	273	67			
# RETURNED SPR.'86 (%)	487(69.7)	188(68.8)	28(41.7)			
MEAN CREDITS ATTEMPTED	14.7	14.4	13.2	58.5	54.4	49.4
MEAN CREDITS EARNED	12.9	12.2	10.2	52.8	48.1	39.2
MEAN GPA	2.56	2.35	2.06	2.62	2.45	2.18
% GPA > 2.0	81.5	74.4	53.5	83.7	78.1	57.1
% SUCCESSFUL SURVIVAL	57	51	22	58	54	24

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	206	90
% PASS	95	80

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Glassboro
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1040 PART-TIME 59

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1038	99.8	57	96.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
611	58.8	33	57.8

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
571	93.4	22	66.6

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
571	84	11	2	22	86	14	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	427	438	173			
# RETURNED SPR.'86 (%)	312(73.0)	330(75.3)	61(35.2)			
MEAN CREDITS ATTEMPTED	14.8	14.6	13.1	59.8	55.8	50.1
MEAN CREDITS EARNED	13.1	12.8	9.2	54.3	50.0	39.6
MEAN GPA	2.61	2.49	1.77	2.69	2.52	2.11
% GPA > 2.0	82.3	80.0	50.8	85.8	82.1	52.4
% SUCCESSFUL SURVIVAL	60	60	18	63	62	18

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	103	188
% PASS	97	87

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE **GLASSBORO**

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 168

Writing: TE 165 w/ Essay greater than or equal to 7:
TE 168 w/ Essay 6; Essay 6

Computation: MC 170 w/ combined MC & EA 335

Elementary Algebra: EA 174

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	97	53
Writing:	96	41
Computation:	96	61
Elementary Algebra:	87	45

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	3	0.6	1	5.2
Writing:	3	1.0	2	11.7
Computation:	8	2.3	1	4.3
Elementary Algebra:	11	1.8	2	6.0

GLASSBORO STATE COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA

FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course	Total No. Enrolled In Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency	N	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-Test
						Mean	Standard Deviation	Mean	Standard Deviation	
Reading/Study Skills Improvement	463	NJCBSPT	Reading Comprehension	66	375	62.9	3.34	69.8	4.38	87
Improving Personal Writing Skills	277	In-House Essay	Essay	7	212	6.0	2.8	7.5	1.24	86
Computation B	313	NJCBSPT	Math Computation	70	208	61.5	5.15	74.2	4.22	83
Algebra B	512	NJCBSPT	Elementary Algebra	74	374	65.7	4.94	81.1	4.51	96

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Jersey City
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 651 PART-TIME 189

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
647	99.3	185	97.8

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
408*	63.0	123*	66.4

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
327	80.1*	51	41.4*

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
267	85	11	4	30	87	10	3

6. Pre- and post-test results for remedial courses in skill area: See attached[†].

7. Four-semester follow up of full-time students (based on Spring '86 data)*:

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	239	228	180			
# RETURNED SPR.'86 (%)	141(58.9)	155(67.9)	42(23.3)			
MEAN CREDITS ATTEMPTED	12.2	12.0	12.3	52.1	50.2	48.8
MEAN CREDITS EARNED	12.1	11.9	11.9	49.3	46.0	42.4
MEAN GPA	2.5	2.2	2.1	2.7	2.5	2.1
% GPA > 2.0	77	69	47	88	81	55
% SUCCESSFUL SURVIVAL	46	47	11	52	55	13

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	219	62**
% PASS	85	79

NOTES:

*College has two "levels" of reading, only one of which (Reading For College) was required in 1984 (both required 1985--). These figures and follow up based on both courses.
**While these 62 students did complete remediation prior to enrolling in subsequent course, college policy did not require it.
[†] These data only for the required course.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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COLLEGE Jersey City
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 651 PART-TIME 189

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
647	99.3	185	97.8

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
198	30.6	76	41.0

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
195	98.4	65	85.5

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
195	62	36	2	65	60	38	2

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	449	120	78			
# RETURNED SPR.'86 (%)	259(57.6)	78(65.0)	5(6.4)			
MEAN CREDITS ATTEMPTED	12.4	12.2	11.0	50.1	49.3	45.2
MEAN CREDITS EARNED	12.3	12.0	10.2	46.1	44.0	39.1
MEAN GPA	2.5	2.2	2.0	2.6	2.3	2.1
% GPA > 2.0	74	66	20	85	68	40
% SUCCESSFUL SURVIVAL	43	43	1	49	44	3

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	448	111
% PASS	87	76

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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(Fall 1984 Cohort)

COLLEGE Jersey City
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 651 PART-TIME 189

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
647	99.3	185	97.8

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
333	51.4	143	77.2

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
294	88.2	95	66.4

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
294	80	15	5	95	61	36	3

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	314	234	99			
# RETURNED SPR.'86 (%)	194(61.7)	142(60.6)	10(10.1)			
MEAN CREDITS ATTEMPTED	12.3	12.2	11.6	52.4	51.3	44.6
MEAN CREDITS EARNED	12.2	12.1	11.1	48.8	46.9	37.8
MEAN GPA	2.3	2.1	1.9	2.5	2.3	2.0
% GPA > 2.0	74	67	20	85	73	40
% SUCCESSFUL SURVIVAL	46	41	2	52	44	4

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	90	17
% PASS	77	59

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Jersey City
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 651 PART-TIME 189

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
647	99.3	185	97.8

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
555	85.7*	178	96.2*

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
217**	39.0**	34**	19.1**

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
217**	93	6	1	34	85	12	3

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data)**:

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	92	201	21			
# RETURNED SPR.'86 (%)	61(66.3)	125(62.1)	8(38.0)			
MEAN CREDITS ATTEMPTED	13.4	12.6	11.8	53.4	52.3	49.1
MEAN CREDITS EARNED	13.2	12.1	11.1	50.2	49.6	46.2
MEAN GPA	2.7	2.3	1.8	2.8	2.6	2.0
% GPA > 2.0	82	70	25	89	84	50
% SUCCESSFUL SURVIVAL	54	44	10	59	52	19

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	58	37
% PASS	90	62

NOTES:

*Students identified for computation were also required to complete algebra remediation.
**Includes only students who did not first need to satisfy a computation requirement (college will report on all students from now on).

NEW JERSEY BASIC SKILLS COUNCIL
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COLLEGE JERSEY CITY

1984-86 INSTITUTIONAL PROFILE
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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 161 and in-house test

Writing: In-house evaluation of Essay and 1 hour in-house writing sample

Computation: MC 168 and in-house test

Elementary Algebra: EA 177 with MC 168-180 and curriculum requiring algebra

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4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	79	39
Writing:	98	83
Computation:	82	50
Elementary Algebra:	95	91

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	20	4.9	13	10.5
Writing:	0	0.0	0	0.0
Computation:	8	2.4	10	6.9
Elementary Algebra:	1	0.4	0	0.0

JERSEY CITY STATE COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA

FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled In Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
Reading for College	151	Departmental Assessment	Reading Comprehension	7.2	133	7.32	1.35	7.56	0.71	64%
College Writing	260	Departmental Assessment	Essay	8	160	4.93	1.32	8.94	0.82	100%
Arithmetic	389	Departmental Assessment	Computation	26	293	15.56	3.92	31.93	1.95	100%

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Kean
BASIC SKILL AREA Reading
AREA NUMBER 1 of 3

1. Students required to be tested: FULL-TIME 1018 PART-TIME 285

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
985	96.7	228	80.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
269	27.3	92	40.3

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
256	95.1	85	92.3

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[1]:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
247	85.4	10.9	3.7	72	90.3	6.9	2.8

6. Pre- and post-test results for remedial courses in skill area: See attached[2].

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	716	212	57			
# RETURNED SPR.'86 (%)	465(64.9)	156(73.5)	17(29.8)			
MEAN CREDITS ATTEMPTED	12.8	12.0	10.2	51.3	45.6	38.2
MEAN CREDITS EARNED	11.7	10.5	6.8	48.8	42.3	29.7
MEAN GPA	2.48	2.09	1.50	2.56	2.26	1.70
% GPA ≥ 2.0	76.1	60.9	52.9	80.4	65.4	47.1
% SUCCESSFUL SURVIVAL	49.4	44.8	15.8	52.2	48.1	14.0

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	601	177
% PASS[3]	86.5	84.7

NOTES:

[1] Reflects final course attempts (explicit).

[2] Reported post-test data not restricted to Fall '84 cohort (reason for large course enrollments).

[3] Passing defined as grade of 'C' or better.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Kean
BASIC SKILL AREA Writing
AREA NUMBER 2 of 3

1. Students required to be tested: FULL-TIME 1018 PART-TIME 285

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
985	96.7	228	80.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
339	34.4	87	38.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
333	98.2	83	95.4

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[1]:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
327	87.5	9.5	3.0	81	84.0	12.3	3.7

6. Pre- and post-test results for remedial courses in skill area: See attached[2].

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	646	286	53			
# RETURNED SPR.'86 (%)	413(63.9)	216(75.5)	9(16.9)			
MEAN CREDITS ATTEMPTED	12.9	12.0	9.1	52.2	45.2	32.0
MEAN CREDITS EARNED	12.0	10.2	2.7	50.3	41.2	16.9
MEAN GPA	2.61	1.96	0.58	2.65	2.17	1.04
% GPA ≥ 2.0	79.7	58.8	22.2	83.8	63.9	0
% SUCCESSFUL SURVIVAL	50.9	44.4	0.7	53.6	48.3	0

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	547	259
% PASS[3]	88.8	76.4

NOTES:

[1] Reflects final course attempts (explicit).

[2] Reported post-test data not restricted to Fall '84 cohort (reason for large course enrollments).

[3] Passing defined as grade of 'C' or better.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Kean
BASIC SKILL AREA Algebra[1]
AREA NUMBER 3 of 3

1. Students required to be tested: FULL-TIME 1018 PART-TIME 285

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
985	96.7	228	80.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
377	38.2	153	67.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
356	94.4	134	87.5

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation[2]:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
356	79.2	16.6	4.2	134	73.1	23.1	3.8

6. Pre- and post-test results for remedial courses in skill area: See attached[3].

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	608	281	96			
# RETURNED SPR.'86 (%)	409(67.2)	203(72.2)	26(27.0)			
MEAN CREDITS ATTEMPTED	13.1	11.8	10.1	53.3	45.3	38.9
MEAN CREDITS EARNED	12.1	10.2	7.2	50.0	41.9	33.3
MEAN GPA	2.53	2.15	1.45	2.57	2.31	1.89
% GPA $\geq$ 2.0	76.5	66.5	38.5	80.2	70.9	46.2
% SUCCESSFUL SURVIVAL	51.5	48.0	10.4	54.0	51.3	12.5

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	320	92
% PASS[4]	81.3	59.8

NOTES:

[1] Intermediate Algebra is offered; however, data shown here are for Elementary Algebra only.
[2] Reflects final course attempts (explicit).
[3] Reported post-test data not restricted to Fall '84 cohort (reason for large course enrollments).
[4] Passing defined as grade of 'C' or better.

[V092887]

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NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE KEAN

1984-86 INSTITUTIONAL PROFILE
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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: Nelson-Denny 12.5

Writing: Essay 8 or Essay 7 and SS 166

Computation: (no computation course)

Elementary Algebra: For math-related majors: EA 164. However, if EA 12-19 raw (or below 175), then required in addition to take Intermediate Algebra. For non-math majors: EA 15 (raw) (or 168)

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	96	93
Writing:	99	94
Computation:	--	--
Elementary Algebra:	95	87

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	5	1.8	0	0.0
Writing:	0	0.0	0	0.0
Computation:	--	---	--	---
Elementary Algebra:	8	2.1	5	3.2

KEAN COLLEGE OF NJ

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
Eng 0109	721	Holistic essay		7 8	380	6.8	1.8	8.0	1.3	87.9 (for 7) 66.6 (for 8)
Ma 0150	1056	Local		35	371	17.0	8.8	40.5	6.1	84.4
CS 0411	488	Nelson Denny	Comprehension	12.0 (Grade Equiv.)	187	10.6	1.1	13.6	1.5	97.3

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Montclair
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1428 PART-TIME 479

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1428	100.0	479	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
497	34.8	227	47.3

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
456	91.7	125	55.0

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
456	89.0	7.6	2.0[1]	125	77.5	17.1	2.3

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	TERM DATA (SPRING '86) Remediat. Completed	TERM DATA (SPRING '86) Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	CUMULATIVE DATA Remediat. Completed	CUMULATIVE DATA Remediat. Not Completed
TOTAL #	937	404	87			
# RETURNED SPR.'86 (%)	685(73.1)	305(75.4)	21(24.1)			
MEAN CREDITS ATTEMPTED	15.0	14.0	11.7	59.6	53.8	47.4
MEAN CREDITS EARNED	13.5	11.8	10.2	55.2	47.5	41.8
MEAN GPA	2.8	2.3	2.3	2.8	2.4	2.4
% GPA $\geq$ 2.0	82.3	62.6	42.9	92.1	77.4	61.9
% SUCCESSFUL SURVIVAL	60.2	47.3	10.3	67.3	58.4	14.9

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[2]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	624	298
% PASS	99.4	99.0

NOTES:

[1] FT percent withdrew includes incompletes.
[2] Course is "Intro to Literature."

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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(Fall 1984 Cohort)

COLLEGE Montclair
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1428 PART-TIME 479

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1428	100.0	479	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
210	14.7	111	23.1

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
204	97.1	81	72.9

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
204	94.6	4.9	0.5	81	86.4	13.6	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	TERM DATA (SPRING '86) Remediat. Completed	TERM DATA (SPRING '86) Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	CUMULATIVE DATA Remediat. Completed	CUMULATIVE DATA Remediat. Not Complet
TOTAL #	1219	190	19			
# RETURNED SPR.'86 (%)	883(72.4)	125(65.7)	3(15.7)			
MEAN CREDITS ATTEMPTED	14.8	13.5	8.3	58.6	51.3	40.0
MEAN CREDITS EARNED	13.3	10.8	7.3	53.8	44.3	32.0
MEAN GPA	2.7	2.1	1.7	2.8	2.2	1.9
% GPA $\geq$ 2.0	79.4	49.6	33.3	90.2	66.4	33.3
% SUCCESSFUL SURVIVAL	57.5	32.6	5.3	65.3	43.7	5.3

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	816	120
% PASS	99.5	97.5

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Montclair
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1428 PART-TIME 479

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1428	100.0	479	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
245	17.1	191	39.8

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
228	93.0	110	57.5

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
228	90.9	7.4	0	110	85.1	11.4	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	1185	210	33			
# RETURNED SPR.'86 (%)	850(71.7)	155(73.8)	6(18.1)			
MEAN CREDITS ATTEMPTED	14.8	13.6	13.2	58.7	51.8	49.8
MEAN CREDITS EARNED	13.3	11.1	11.2	54.0	45.1	41.5
MEAN GPA	2.7	2.2	2.2	2.8	2.3	2.2
% GPA $\geq$ 2.0	79.5	54.2	66.7	90.1	70.3	83.3
% SUCCESSFUL SURVIVAL	57.1	40.0	12.1	64.6	51.9	15.2

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	784	151
% PASS	99.4	99.3

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Montclair
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1428 PART-TIME 479

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1428	100.0	479	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
819	57.3	420	87.6

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
519	63.3	181	43.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
519	85.4	11.4	0	181	83.9	9.9	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	614	465	127			
# RETURNED SPR.'86 (%)	456(74.2)	371(79.7)	29(22.8)			
MEAN CREDITS ATTEMPTED	15.1	14.2	12.2	60.7	54.7	48.5
MEAN CREDITS EARNED	13.8	12.2	9.0	56.7	48.7	39.6
MEAN GPA	2.8	2.5	1.7	2.9	2.6	2.1
% GPA $\geq$ 2.0	82.9	70.6	24.1	92.5	81.9	62.1
% SUCCESSFUL SURVIVAL	61.6	56.3	5.5	68.7	65.4	14.2

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	423	360
% PASS	99.4	99.2

NOTES:

Intermediate Algebra (which the institution does not consider a remedial course) is offered; however, data shown here are for Elementary Algebra only.

NEW JERSEY BASIC SKILLS COUNCIL
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COLLEGE MONTCLAIR

1984-86 INSTITUTIONAL PROFILE
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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 166

Writing: TE 160

Computation: MC 161 (math-related majors) or MC 165 (otherwise)

Elementary Algebra: EA 172 (math-related majors) or EA 176 (otherwise)

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	99	50
Writing:	93	39
Computation:	94	65
Elementary Algebra:	83	43

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	7	1.4	20	8.8
Writing:	2	0.9	1	0.9
Computation:	3	1.2	13	6.8
Elementary Algebra:	6	0.7	32	7.6

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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(Fall 1984 Cohort)

COLLEGE Ramapo
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 377 PART-TIME 106

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
377	100.0	49	46.2

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
202*	53.5*	23*	46.9*

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
172	85.1	18	78.2

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
116	81.9	15.5	0.86	10	70	20	10

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	231	106	41			
# RETURNED SPR.'86 (%)	97(41.9)	93(87.7)	18(43.9)			
MEAN CREDITS ATTEMPTED	12.4	11.9	10.9	51.6	45.7	42.7
MEAN CREDITS EARNED	12.1	11.2	9.33	50.1	43.7	38.3
MEAN GPA	2.45	2.17	1.86	2.54	2.25	2.0
% GPA > 2.0	80	62	55	81	71	61
% SUCCESSFUL SURVIVAL	33.6	54.4	24.1	34.0	62.3	26.8

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	97	64
% PASS	96	90.6

NOTES:

*Remedial and developmental programs combined; developmental program, although a basic skills program, is not considered by institution to be remedial.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Ramapo
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 377 PART-TIME 106

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
377	100.0	49	46.2

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
188*	49.8*	23*	46.9*

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
179	95.2	14	60.8

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
149	77.2	19.5	2.0	9	77.7	22.2	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	218	125	35			
# RETURNED SPR.'86 (%)	105(48.1)	94(75.2)	10(28.5)			
MEAN CREDITS ATTEMPTED	12.6	11.5	10.2	52.4	44.3	38.7
MEAN CREDITS EARNED	12.6	10.5	9.4	51.1	41.8	32.6
MEAN GPA	2.51	2.09	1.74	2.54	2.22	1.77
% GPA > 2.0	83	59	40	84	68	40
% SUCCESSFUL SURVIVAL	38.3	44.4	11.4	40.5	51.1	11.4

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	97	70
% PASS	95.8	91.4

NOTES:

*Remedial and developmental programs combined; developmental program, although a basic skill program, is not considered by institution to be remedial.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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COLLEGE Ramapo
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 377 PART-TIME 106

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
377	100.0	49	46.2

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
75	19.8	16	32.6

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
59	78.6	9	56.2

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
59	65.8	27.4	5.5	2	100	0	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	TERM DATA (SPRING '86) Remediat. Completed	TERM DATA (SPRING '86) Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	CUMULATIVE DATA Remediat. Completed	CUMULATIVE DATA Remediat. Not Completed
TOTAL #	269	73	36			
# RETURNED SPR.'86 (%)	173(64.3)	24(32.8)	7(19.4)			
MEAN CREDITS ATTEMPTED	12.2	11.5	8.85	49.3	42.4	41.7
MEAN CREDITS EARNED	11.5	10.8	8	47.4	39.7	36.3
MEAN GPA	2.31	2.11	1.43	2.4	2.09	1.96
% GPA $\geq$ 2.0	72	63	43	77	63	57
% SUCCESSFUL SURVIVAL	46.3	20.7	8.4	49.5	20.7	11.1

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	130	7
% PASS	91.5	71.4

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Ramapo
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 377 PART-TIME 106

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
377	100.0	49	46.2

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
215	57.0	23	46.9

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
202	93.9	19	82.6

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
119	74.8	20.2	2.5	7	42.9	28.6	28.6

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	TERM DATA (SPRING '86) Remediat. Completed	TERM DATA (SPRING '86) Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	CUMULATIVE DATA Remediat. Completed	CUMULATIVE DATA Remediat. Not Complet
TOTAL #	218	125	35			
# RETURNED SPR.'86 (%)	48(22.0)	110(88.0)	30(85.7)			
MEAN CREDITS ATTEMPTED	12.9	13.1	8.8	52.4	49.3	39.2
MEAN CREDITS EARNED	12.3	12.5	8.33	51.0	47.6	35.2
MEAN GPA	2.48	2.40	1.94	2.63	2.36	2.09
% GPA $\geq$ 2.0	77	71	66	90	71	73
% SUCCESSFUL SURVIVAL	17.0	50	56.6	19.8	50	62.6

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	48	82
% PASS	95.8	89

NOTES:

NEW JERSEY BASIC SKILLS COUNCIL
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COLLEGE RAMAPO

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3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 168

Writing: Essay 8

Computation: MC 169

Elementary Algebra: EA 178

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	87	70
Writing:	82	63
Computation:	78	66
Elementary Algebra:	57	38

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	2	0.9	2	8.6
Writing:	4	2.1	1	4.3
Computation:	3	4.0	1	6.2
Elementary Algebra:	4	1.8	1	4.3

RAMAPO COLLEGE OF NJ

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA

FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled In Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
College Reading	147	NJCBSPT	Rdg.EJP	167	106	158 84	8.57	166. 06	7.55	73%
Comp. Math	122	NJCBSPT	Comp.	24	54	22.54	3.26	27.25	1.99	100%
Elem. Alg.		NJCBSPT	Alg.	24	61	14.21	5.11	26.54	1.92	100%

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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(Fall 1984 Cohort)

COLLEGE Stockton
BASIC SKILL AREA Reading*
AREA NUMBER 1 of 3

1. Students required to be tested: FULL-TIME 721 PART-TIME 17

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
720	99.8	17	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
300	41.6	2	11.7

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
300	100.0	2	100.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass[1]	%Fail[1]	%Withdrew	PART-TIME #Enrolled	%Pass[1]	%Fail[1]	%Withdrew
300	93.3	6.3	0.33	2	100	0	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	420	280	20			
# RETURNED SPR.'86 (%)	289(68.8)	217(77.5)	1(5.0)			
MEAN CREDITS ATTEMPTED	14.7	14.4	8.0	63.7	61.9	32.0
MEAN CREDITS EARNED	13.1	11.9	0	56.2	52.3	8.0
MEAN GPA	2.84	2.36	0	2.73	2.33	0.37
% GPA > 2.0	83.7	71.4	0	85.8	73.7	0
% SUCCESSFUL SURVIVAL	57.6	55.4	0	59.0	57.1	0

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	177	133
% PASS	92	95

NOTES:

*Bask 1102: "Study Skills and Critical Thinking."

[1] % Pass/Fail: includes students who failed first semester and passed/failed second semester tutorial-exit test.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Stockton
BASIC SKILL AREA Writing
AREA NUMBER 2 of 3

1. Students required to be tested: FULL-TIME 721 PART-TIME 17

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
720	99.8	17	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
399	55.4	7	41.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
399	100.0	7	100.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass[1]	%Fail[1]	%Withdrew	PART-TIME #Enrolled	%Pass[1]	%Fail[1]	%Withdrew
399	92.7	6	1.25	7	100	0	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	321	370	29			
# RETURNED SPR.'86 (%)	233(72.5)	273(73.7)	1(3.4)			
MEAN CREDITS ATTEMPTED	15.1	14.2	8.0	64.0	62.0	32.0
MEAN CREDITS EARNED	13.7	11.7	0	56.6	52.7	8.0
MEAN GPA	2.78	2.51	0	2.68	2.46	0.37
% GPA > 2.0	85.4	72.5	0	85.4	76.6	0
% SUCCESSFUL SURVIVAL	62.0	53.5	0	61.9	56.5	0

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	183	128
% PASS	93	92

NOTES:

[1] % Pass/Fail: includes students who failed first semester and passed/failed second semester tutorial-exit test.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Stockton
BASIC SKILL AREA Computation*
AREA NUMBER 3 of 3

1. Students required to be tested: FULL-TIME 721 PART-TIME 17

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
720	99.8	17	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
265	36.8	4	23.5

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
265	100.0	4	100.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass[1]	%Fail[1]	%Withdrew	#Enrolled	%Pass[1]	%Fail[1]	%Withdrew
265	89.8	9.4	0.75	4	100	0	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	455	238	27			
# RETURNED SPR.'86 (%)	323(70.9)	183(76.8)	1(3.7)			
MEAN CREDITS ATTEMPTED	14.9	14.1	8.0	63.3	62.4	32.0
MEAN CREDITS EARNED	13.2	11.4	0	56.0	52.0	8.0
MEAN GPA	2.78	2.39	0	2.67	2.36	0.37
% GPA > 2.0	83.6	69.4	0	86.7	70.0	0
% SUCCESSFUL SURVIVAL	59.3	53.4	0	61.5	53.8	0

8. Performance of full-time students in first college-level course in skill area (through Spring '86)[2]:

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	138	56
% PASS	96	89

NOTES:

*Bask 1103: "Quantitative Reasoning."

[1] % Pass/Fail: includes students who failed first semester and passed/failed second semester tutorial-exit test.

[2] Course used was "Info. Systems & Programming."

[V082087]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE STOCKTON

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading:* Sum of 64 on RC and SS (out of 85 possible)

Writing: Essay 7; Essay=7 with the sum of 64 or greater on RC and SS (students with < 64 go into writing-intensive section of reading course)

Computation:* MC 22 raw (equal to approximately 169 scaled score)

Elementary Algebra: (no algebra course)

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:*	100	100
Writing:	100	100
Computation:*	100	100
Elementary Algebra:	---	---

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:*	0		0	
Writing:	0		0	
Computation:*	0		0	
Elementary Algebra:				

*See footnotes to profiles.

RICHARD STOCKTON STATE COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST Mean	PRE-TEST Standard Deviation	POST-TEST Mean	POST-TEST Standard Deviation	Percent Students Attaining Min. Level on Post-test[4]
BASK 1101	406	Stockton Essay Test	--	--	340	6.69	1.68	7.40	1.65	--
BASK 1102	302	Nelson Denny	Vocabulary	--	255	24.43	9.71	28.67	10.80	--
BASK 1102	302	"	Comprehension	--	255	32.23	8.28	35.49	9.04	--
BASK 1102	302	"	TOTAL	--	255	56.62	15.37	63.97	18.37	--
BASK 1103	269	California Achievement	Computation	--	201	29.62	5.20	38.36	5.69	--
BASK 1103	269	"	Concepts & Problems	--	201	26.29	5.90	32.84	5.97	--
BASK 1103	269	"	TOTAL	--	201	55.93	9.45	71.20	10.44	--
BASK 1103	269	NJCBSPT	Computation	22 (raw)*	203	16.90	3.58	22.06	4.50	63.5%
BASK 1103	269	NJCBSPT	Algebra	--	203	12.03	4.99	13.07	4.46	--

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Thomas Edison
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME __ PART-TIME 77

2. Students tested (and % of those counted in #1 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
			69	89.6

3. Students needing remediation (% of those tested):

	FULL-TIME		PART-TIME	
	#	%	#	%
			10	14.4

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
			7	70.0

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
				7	100	0	0

6. Pre- and post-test results for remedial courses in skill area: Not applicable.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #						
# RETURNED SPR.'86 (%)						
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA $\geq$ 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

Edison reports students as part-time only.

Most follow-up data not applicable, since courses are taught elsewhere.

Edison's cohort includes students enrolled from January 1, 1984 through December 31, 1984.

[VI11987]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Thomas Edison
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME __ PART-TIME 77

2. Students tested (and % of those counted in #1 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
			69	89.6

3. Students needing remediation (% of those tested):

	FULL-TIME		PART-TIME	
	#	%	#	%
			6	8.6

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

	FULL-TIME		PART-TIME	
	#	%	#	%
			4	66.6

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
				4	100	0	0

6. Pre- and post-test results for remedial courses in skill area: Not applicable.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #						
# RETURNED SPR.'86 (%)						
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA $\geq$ 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

Edison reports students as part-time only.

Most follow-up data not applicable, since courses are taught elsewhere.

Edison's cohort includes students enrolled from January 1, 1984 through December 31, 1984.

[VI11987]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Thomas Edison
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME __ PART-TIME 77

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
		69	89.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
		14	20.2

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
		10	71.4

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
				10	100	0	0

6. Pre- and post-test results for remedial courses in skill area: Not applicable.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	TERM DATA (SPRING '86) Remediat. Completed	TERM DATA (SPRING '86) Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	CUMULATIVE DATA Remediat. Completed	CUMULATIVE DATA Remediat. Not Completed
TOTAL #						
# RETURNED SPR.'86 (%)						
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA $\geq$ 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

Edison reports students as part-time only.

Most follow-up data not applicable, since courses are taught elsewhere.

Edison's cohort includes students enrolled from January 1, 1984 through December 31, 1984.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Thomas Edison
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME __ PART-TIME 77

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
		69	89.6

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
		38	55.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
		21	55.2

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
				21	100	0	0

6. Pre- and post-test results for remedial courses in skill area: Not applicable.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	TERM DATA (SPRING '86) Remediat. Completed	TERM DATA (SPRING '86) Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	CUMULATIVE DATA Remediat. Completed	CUMULATIVE DATA Remediat. Not Complet
TOTAL #						
# RETURNED SPR.'86 (%)						
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA $\geq$ 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

Edison reports students as part-time only.

Most follow-up data not applicable, since courses are taught elsewhere.

Edison's cohort includes students enrolled from January 1, 1984 through December 31, 1984.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE THOMAS EDISON

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 165

Writing: SS 164, Essay 7

Computation: MC 166

Elementary Algebra: EA 176

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	--	--
Writing:	--	--
Computation:	--	--
Elementary Algebra:	--	--

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	--	--	3	30.0
Writing:	--	--	2	33.3
Computation:	--	--	4	28.5
Elementary Algebra:	--	--	17	44.7

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Trenton
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1020 PART-TIME 82

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1020	100.0	82	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
306	30.0	5	6.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
292	95.4	3	60.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
292	93	2	1	3	100	0	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	796	273	38			
# RETURNED SPR.'86 (%)	602(75.6)	213(78.0)	9(23.6)			
MEAN CREDITS ATTEMPTED	15.4	15.0	14.4	50.5	49.0	26.1
MEAN CREDITS EARNED	13.9	13.4	11.4	49.7	48.7	22.8
MEAN GPA	2.76	2.42	1.74	2.49	2.28	1.35
% GPA > 2.0	92	83	44	*	*	*
% SUCCESSFUL SURVIVAL	70	65	10	*	*	*

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	744	245
% PASS	96	95

NOTES:

*Submitted data were calculated incorrectly and neither are reflective of the program nor are comparable to data from other colleges.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Trenton
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1020 PART-TIME 82

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1020	100.0	82	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
260	25.4	5	6.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
254	97.6	3	60.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
254	95	2	2	3	100	0	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	842	204	61			
# RETURNED SPR.'86 (%)	627(74.4)	158(77.4)	39(63.9)			
MEAN CREDITS ATTEMPTED	15.4	14.9	14.7	50.1	48.0	41.6
MEAN CREDITS EARNED	14.0	13.1	13.1	49.3	47.6	40.9
MEAN GPA	2.67	2.38	2.41	2.45	2.25	2.07
% GPA > 2.0	91	82	77	*	*	*
% SUCCESSFUL SURVIVAL	68	64	49	*	*	*

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	787	185
% PASS	95	97

NOTES:

*Submitted data were calculated incorrectly and neither are reflective of the program nor are comparable to data from other colleges.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Trenton
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1020 PART-TIME 82

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1020	100.0	82	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
331	32.4	10	12.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
321	96.9	8	80.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
321	81	13	1	8	75	25	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	766	266	75			
# RETURNED SPR.'86 (%)	575(75.0)	215(80.8)	34(45.3)			
MEAN CREDITS ATTEMPTED	15.3	15.2	14.7	50.4	50.7	32.7
MEAN CREDITS EARNED	13.9	13.7	11.3	49.4	51.2	29.5
MEAN GPA	2.68	2.51	1.96	2.49	2.34	1.68
% GPA > 2.0	91	87	68	*	*	*
% SUCCESSFUL SURVIVAL	68	70	31	*	*	*

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	239	119
% PASS	92	85

NOTES:

*Submitted data were calculated incorrectly and neither are reflective of the program nor are comparable to data from other colleges.

[V111987]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Trenton
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1020 PART-TIME 82

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1020	100.0	82	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
494	48.4	10	12.1

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
481	97.3	8	80.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	FULL-TIME %Pass	FULL-TIME %Fail	FULL-TIME %Withdrew	PART-TIME #Enrolled	PART-TIME %Pass	PART-TIME %Fail	PART-TIME %Withdrew
481	79	15	1	8	75	25	0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	603	387	117			
# RETURNED SPR.'86 (%)	453(75.1)	321(82.9)	50(42.7)			
MEAN CREDITS ATTEMPTED	15.4	15.1	15.1	51.0	51.5	33.3
MEAN CREDITS EARNED	14.1	13.6	12.2	50.1	51.8	29.3
MEAN GPA	2.70	2.53	2.19	2.54	2.39	1.71
% GPA > 2.0	92	87	74	*	*	*
% SUCCESSFUL SURVIVAL	69	72	32	*	*	*

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	177	172
% PASS	94	87

NOTES:

*Submitted data were calculated incorrectly and neither are reflective of the program nor are comparable to data from other colleges.

[V111987]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE TRENTON

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 166

Writing: Essay 7

Computation: MC 171

Elementary Algebra: EA 176

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	94	64
Writing:	95	97
Computation:	97	77
Elementary Algebra:	98	78

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	14	4.5	2	40.0
Writing:	6	2.3	2	40.0
Computation:	10	3.0	2	20.0
Elementary Algebra:	13	2.6	2	20.0

TRENTON STATE COLLEGE

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY) IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA

FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled In Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
RDG 098	273	NJCBSPT	Reading	166	212	158	7.23	168	6.27	67
ENG 098	204	NJCBSPT	Essay	7	147	5.87	.61	7.35	.94	67
MAT 091	266	NJCBSPT	Computation	171	190	164	5.55	175	4.13	85
MAT 092	387	NJCBSPT	Algebra	176	304	167	5.88	180	5.59	83

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Wm. Paterson
BASIC SKILL AREA Reading
AREA NUMBER 1 of 4

1. Students required to be tested: FULL-TIME 1041 PART-TIME 104

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1046	100.4	104	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
321*	30.6	26*	25.0

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
290**	90.3	18**	69.2

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
290	81.7	13.4	4.8	18	82.3	16.6	1.1

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	725	236	85			
# RETURNED SPR.'86 (%)	483(66.6)	172(72.8)	35(41.1)			
MEAN CREDITS ATTEMPTED	10.3	9.2	8.7	50.4	41.7	37.8
MEAN CREDITS EARNED	9.2	7.8	6.7	46.2	33.3	30.3
MEAN GPA	2.4	2.0	1.8	2.5	2.1	1.9
% GPA $\geq$ 2.0	74.7	65.1	53.3	78.7	55.2	42.9
% SUCCESSFUL SURVIVAL	49.8	47.4	21.9	52.4	40.3	17.6

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	661	213
% PASS	86.8	83.1

NOTES:

*11 students subsequently exempted from reading requirement.

**12 students with original requirement left college before first year.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Wm. Paterson
BASIC SKILL AREA Writing
AREA NUMBER 2 of 4

1. Students required to be tested: FULL-TIME 1041 PART-TIME 104

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1046	100.4	104	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
345*	32.9	35*	33.6

4. Students enrolled in appropriate remedial courses in *any* semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
332**	96.2	29**	82.8

5. Course enrollment (*any* semester from Summer '84 to Spring '86) and outcomes for *final* level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
332	88.3	8.7	3.0	29	77.6	13.7	8.7

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	701	293	52			
# RETURNED SPR.'86 (%)	467(66.6)	212(72.3)	11(21.1)			
MEAN CREDITS ATTEMPTED	10.2	9.6	8.8	50.7	41.4	33.5
MEAN CREDITS EARNED	9.1	8.1	5.6	46.6	33.4	24.9
MEAN GPA	2.4	2.1	1.5	2.5	2.1	1.7
% GPA $\geq$ 2.0	76.4	61.2	37.5	79.2	54.7	36.4
% SUCCESSFUL SURVIVAL	50.9	44.3	7.9	52.8	39.6	7.7

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	656	263
% PASS	87.8	77.2

NOTES:

*5 students subsequently exempted and completed college-level writing course.

**13 students with original requirement left college before first year.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Wm. Paterson
BASIC SKILL AREA Computation
AREA NUMBER 3 of 4

1. Students required to be tested: FULL-TIME 1041 PART-TIME 104

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1046	100.4	104	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
305*	29.1	32*	30.7

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
269**	88.1	21**	65.6

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
269	87.0	9.7	3.3	20	85.0	10.0	5.0

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	741	234	71			
# RETURNED SPR.'86 (%)	492(66.3)	176(75.2)	23(32.3)			
MEAN CREDITS ATTEMPTED	9.9	10.2	8.4	50.1	41.5	40.9
MEAN CREDITS EARNED	8.8	8.7	7.9	45.4	33.9	35.9
MEAN GPA	2.3	2.1	2.6	2.5	2.2	2.6
% GPA ≥ 2.0	73.9	62.7	83.3	75.8	58.3	65.2
% SUCCESSFUL SURVIVAL	49.1	47.2	27.0	50.3	43.6	21.1

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	134	58
% PASS	88.8	75.9

NOTES:

*28 students subsequently exempted and completed college-level math course.

**30 students with original requirement left college before first year.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Wm. Paterson
BASIC SKILL AREA Algebra
AREA NUMBER 4 of 4

1. Students required to be tested: FULL-TIME 1041 PART-TIME 104

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
1046	100.4	104	100.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
238*	22.7	33*	31.7

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
198**	83.1	29**	87.8

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
198	81.3	14.1	4.5	29	72.5	17.2	10.3

6. Pre- and post-test results for remedial courses in skill area: See attached.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	808	160	78			
# RETURNED SPR.'86 (%)	548(67.8)	121(75.6)	21(26.9)			
MEAN CREDITS ATTEMPTED	10.1	9.3	9.8	47.9	47.0	43.2
MEAN CREDITS EARNED	8.9	8.5	7.5	42.6	41.1	37.3
MEAN GPA	2.3	2.2	1.8	2.4	2.4	2.0
% GPA ≥ 2.0	73.2	67.9	47.4	71.0	76.0	42.9
% SUCCESSFUL SURVIVAL	49.6	51.3	12.8	48.1	57.5	11.5

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	168	82
% PASS	83.9	80.5

NOTES:

*52 students subsequently exempted or changed to non-algebra majors.

**33 students with original requirement left college before first year.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE WILLIAM PATERSON

1984-86 INSTITUTIONAL PROFILE
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(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 166; SATV 400 with RC 166-168; Nelson Denny 4th Stanine

Writing: Essay 7; SS 168 with Essay = 7

Computation: MC 167

Elementary Algebra: EA 175 and math-related major

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	93	69
Writing:	97	71
Computation:	90	66
Elementary Algebra:	92	75

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	19	5.9	3	11.5
Writing:	0	0.0	3	8.5
Computation:	16	5.2	7	21.8
Elementary Algebra:	7	2.9	2	6.0

WILLIAM PATERSON COLLEGE OF NJ

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY)
IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST		POST-TEST		Percent Students Attaining Min. Level on Post-test[4]
						Mean	Standard Deviation	Mean	Standard Deviation	
MATH 101	269	NJCBSPT	Computation	167	192	158.6	5.66	172.5	3.60	97.4
MATH 105	198	NJCBSPT	Algebra	176	148	165.4	4.74	179.8	4.59	84.5
ENG 108	332	NJCBSPT	Essay	7	228	5.9	1.10	8.4	1.14	97.4
RLA 107	290	NJCBSPT	Reading Comp.	165*	185	154.7	8.25	162.3	7.50	91.9

*On Nelson-Denny Test greater than stanine 3.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Rutgers-Camden
BASIC SKILL AREA Reading
AREA NUMBER 1 of 3

1. Students required to be tested: FULL-TIME 323 PART-TIME 50

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
312	96.5	27	54.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
74	23.7	5	18.5

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
58	78.3	2	40.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
58	98.3	1.7	0	2	100	0	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data)[1]:

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	238	57	17			
# RETURNED SPR.'86 (%)	161(67.6)	39(68.4)	10(58.8)			
MEAN CREDITS ATTEMPTED	13.4	13.0	12.8	54.4	50.6	50.4
MEAN CREDITS EARNED	12.6	12.7	12.4	52.7	49.5	49.8
MEAN GPA	2.6	2.6	2.5	2.7	2.5	2.7
% GPA ≥ 2.0	79	74	90	87	87	100
% SUCCESSFUL SURVIVAL	53	51	53	59	60	59

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	204	57
% PASS	89	86

NOTES:

[1] Criterion for completion (second & third study groups) is enrollment in English 101, even though a student may not have enrolled in remediation.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Rutgers-Camden
BASIC SKILL AREA Writing
AREA NUMBER 2 of 3

1. Students required to be tested: FULL-TIME 323 PART-TIME 50

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
312	96.5	27	54.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
85	27.2	10	37.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
64	75.2	7	70.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
64	84.4	12.5	3.1	7	71.4	14.3	14.3

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data)[1]:

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	227	73	12			
# RETURNED SPR.'86 (%)	153(67.4)	55(75.3)	2(16.6)			
MEAN CREDITS ATTEMPTED	13.5	12.7	7.0	54.8	50.3	37.0
MEAN CREDITS EARNED	12.9	11.9	7.0	53.7	48.1	33.5
MEAN GPA	2.7	2.3	2.6	2.8	2.3	2.1
% GPA ≥ 2.0	82	71	50	91	80	50
% SUCCESSFUL SURVIVAL	55	53	8	61	60	8

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	214	67
% PASS	89	92

NOTES:

[1] Criterion for completion (second & third study groups) is enrollment in English 101, even though a student may not have enrolled in remediation.

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Rutgers-Camden
BASIC SKILL AREA Algebra
AREA NUMBER 3 of 3

1. Students required to be tested: FULL-TIME 323 PART-TIME 50

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
312	96.5	27	54.0

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
72	23.0	9	33.3

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
49	68.0	7	77.7

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
39	69.2	20.5	10.3	3	100	0	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	240	27	45			
# RETURNED SPR.'86 (%)	167(69.5)	23(85.1)	20(44.4)			
MEAN CREDITS ATTEMPTED	13.6	13.4	10.5	54.9	50.1	45.7
MEAN CREDITS EARNED	12.9	13.1	9.6	53.7	48.0	42.8
MEAN GPA	2.6	2.7	2.4	2.7	2.5	2.3
% GPA $\geq$ 2.0	78	78	80	90	87	70
% SUCCESSFUL SURVIVAL	55	67	36	62	74	31

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	37	12
% PASS	76	75

NOTES:

[V082487]

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NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE RUTGERS-CAMDEN

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 171, McGraw Hill Reading Test 50th percentile

Writing: SS or RC 168, plus in-house essay in some cases

Computation: (no course in computation)

Elementary Algebra: EA 168 or MC 165

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	65	100
Writing:	57	33
Computation:	--	--
Elementary Algebra:	75	75

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	7	9.4	3	60.0
Writing:	4	4.7	2	20.0
Computation:	--	---	--	----
Elementary Algebra:	9	12.5	2	22.2

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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(Fall 1984 Cohort)

COLLEGE Rutgers-Newark
BASIC SKILL AREA Read & Writ*
AREA NUMBER 1 of 2

1. Students required to be tested: FULL-TIME 740 PART-TIME 104

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
685	92.5	49	47.1

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
59	8.6	11	22.4

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
57	96.6	7	63.6

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
47	83.0	12.8	2.1	7	42.9	57.1	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data)[1]:

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	626	43	16			
# RETURNED SPR.'86 (%)	508(81.1)	41(95.3)	2(12.5)			
MEAN CREDITS ATTEMPTED	13.1	12.3	7.5	53.3	46.7	31.8
MEAN CREDITS EARNED	12.1	10.3	6.5	51.2	41.2	23.8
MEAN GPA	2.5	2.0	1.4	2.6	2.2	1.5
% GPA > 2.0	78	63	0	83	66	0
% SUCCESSFUL SURVIVAL	63	61	0	67	63	0

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	531	43
% PASS	89	72

NOTES:

*"English."

[1] Criterion for completion (second & third groups) is enrollment in English 101, whether or not a student enrolled in remediation.

[V082187]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
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COLLEGE Rutgers-Newark
BASIC SKILL AREA Algebra
AREA NUMBER 2 of 2

1. Students required to be tested: FULL-TIME 740 PART-TIME 104

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
685	92.5	39	37.5

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
90	13.1	22	56.4

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
82	91.1	17	77.2

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
78	93.6	2.6	3.8	11	63.6	27.3	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Complete
TOTAL #	592	73	17			
# RETURNED SPR.'86 (%)	484(81.7)	57(78.0)	9(52.9)			
MEAN CREDITS ATTEMPTED	13.2	12.2	12.6	53.5	52.3	53.9
MEAN CREDITS EARNED	11.9	11.2	12.1	50.6	48.6	49.7
MEAN GPA	2.4	2.5	2.7	2.5	2.5	2.6
% GPA > 2.0	76	77	89	82	83	67
% SUCCESSFUL SURVIVAL	62	60	47	67	64	35

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	94	72
% PASS	64	92

NOTES:

[V082187]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE RUTGERS-NEWARK

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading:* Essay 8; SS 24 (raw); TSWE 49; SATV 400 with SS 166 and high school rank top 50%

Writing: (no separate writing course)

Computation: (no computation course)

Elementary Algebra: EA 167 with MC 168

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:*	98	75
Writing:	--	--
Computation:	--	--
Elementary Algebra:	92	48

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:*	1	1.6	1	9.0
Writing:	--	---	--	---
Computation:	--	---	--	---
Elementary Algebra:	6	6.6	2	9.0

*Reading and Writing ("English").

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Rutgers-N.Brunswick
BASIC SKILL AREA Reading
AREA NUMBER 1 of 3

1. Students required to be tested: FULL-TIME 4486 PART-TIME 138

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
4279	95.3	29	21.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
767	17.9	11	37.9

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
407*	53.0	2*	18.1

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
407*	92	4	1	2*	100	0	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data)[1]:

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	3744	374	393			
# RETURNED SPR.'86 (%)	3211(85.7)	308(82.3)	318(80.9)			
MEAN CREDITS ATTEMPTED	14.7	13.7	13.2	58.3	52.1	51.2
MEAN CREDITS EARNED	14.0	12.8	12.2	56.2	49.4	48.4
MEAN GPA	2.7	2.3	2.2	2.7	2.3	2.2
% GPA $\geq$ 2.0	84	68	65	86	72	65
% SUCCESSFUL SURVIVAL	72	56	53	74	59	52

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	2487	336
% PASS	93	93

NOTES:

*Summer '84 enrollments not included (data not available).

[1] Criterion for completion (second & third groups) is enrollment in English 101, whether or not a student enrolled in remediation.

[V082187]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Rutgers-N.Brunswick
BASIC SKILL AREA Writing
AREA NUMBER 2 of 3

1. Students required to be tested: FULL-TIME 4486 PART-TIME 138

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
4279	95.3	29	21.0

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
704	16.4	4	13.7

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
657	93.3	3	75.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME #Enrolled	%Pass	%Fail	%Withdrew	PART-TIME #Enrolled	%Pass	%Fail	%Withdrew
636	97	2	1	3	100	0	0

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data)[1]:

	TERM DATA (SPRING '86) Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	CUMULATIVE DATA Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	3802	621	83			
# RETURNED SPR.'86 (%)	3256(85.6)	542(87.2)	35(42.1)			
MEAN CREDITS ATTEMPTED	14.7	13.5	12.8	58.3	51.7	46.6
MEAN CREDITS EARNED	14.0	12.5	11.4	56.2	48.8	41.6
MEAN GPA	2.7	2.2	2.0	2.7	2.3	2.0
% GPA $\geq$ 2.0	83	67	60	86	68	46
% SUCCESSFUL SURVIVAL	71	58	25	74	59	19

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	2647	621
% PASS	93	92

NOTES:

[1] Criterion for completion (second & third groups) is enrollment in English 101, whether or not a student enrolled in remediation.

[V082187]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE Rutgers-N.Brunswick
BASIC SKILL AREA Algebra
AREA NUMBER 3 of 3

1. Students required to be tested: FULL-TIME 4486 PART-TIME 138

2. Students tested (and % of those counted in #1 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
4279	95.3	24	17.3

3. Students needing remediation (% of those tested):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
737	17.2	21	87.5

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME #	FULL-TIME %	PART-TIME #	PART-TIME %
395	53.5	9	42.8

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
395	75	20	5	6	83	0	17

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #	3751	298	439			
# RETURNED SPR.'86 (%)	3225(85.9)	261(87.5)	331(75.3)			
MEAN CREDITS ATTEMPTED	14.7	13.2	13.7	58.3	49.6	53.0
MEAN CREDITS EARNED	14.0	12.7	12.6	56.2	47.0	50.4
MEAN GPA	2.7	2.4	2.4	2.7	2.4	2.4
% GPA $\geq$ 2.0	82	72	73	85	75	77
% SUCCESSFUL SURVIVAL	71	63	55	73	66	58

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	642	220
% PASS	70	56

NOTES:

Throughout: Elementary & Intermediate Algebra combined.

[V082187]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE RUTGERS-NEW BRUNSWICK

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 167 with SATV 460; or RC 170 with SATV 410

Writing: Combined total of RC and SS raw scores plus first digit SATV 89 (85 at Livingston College); SATV 410 and SATM 430 (unless RC ≥ 172 or SS ≥ 174); SATV 390 (unless RC ≥ 176 or SS ≥ 177)

Computation: (no computation course)

Elementary Algebra: EA 161 with MC 167; or EA 171 with in-house test 12

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	55	52
Writing:	92	81
Computation:	--	--
Elementary Algebra:	62	41

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	296	38.5	2	18.1
Writing:	38	5.3	0	0.0
Computation:	---	----	--	----
Elementary Algebra:	276	37.4	3	14.2

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE NJIT
BASIC SKILL AREA Reading*
AREA NUMBER 1 of 3

1. Students required to be tested: FULL-TIME 505 PART-TIME 2

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
505	100.0	2	100.0

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
60	11.8	0	0.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
60	100.0		0.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew

6. Pre- and post-test results for remedial courses in skill area:

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #						
# RETURNED SPR.'86 (%)						
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA $\geq$ 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

*All these students were required to take writing. Remedial reading instruction was embedded in a sequence whose final level was remedial writing. Thus, outcomes for the reading component cannot be isolated (and therefore remedial course and follow-up data as submitted were not used in this study (refer to institutional profile).

[V082788]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE NJIT
BASIC SKILL AREA Writing
AREA NUMBER 2 of 3

1. Students required to be tested: FULL-TIME 505 PART-TIME 2

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
505	100.0	2	100.0

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%
124	24.5	0	0.0

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME		PART-TIME	
#	%	#	%
124	100.0		0.0

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew
124	86.3	1.6	0				

6. Pre- and post-test results for remedial courses in skill area: No post-test data.

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Complet
TOTAL #	381	107	17			
# RETURNED SPR.'86 (%)	276(72.4)	77(71.9)	4(23.5)			
MEAN CREDITS ATTEMPTED	15.7	15.4	16.0	64.6	55.8	63.1
MEAN CREDITS EARNED	12.7	11.4	15.0	55.9	45.4	56.1
MEAN GPA	2.53	2.26	3.55	2.57	2.29	3.10
% GPA $\geq$ 2.0	80.7	72.2	100	81.9	68.8	100
% SUCCESSFUL SURVIVAL	58	52	24	59	50	24

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED	199	79
% PASS	90.5	84.8

NOTES:

[V092487]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

COLLEGE NJIT
BASIC SKILL AREA Algebra*
AREA NUMBER 3 of 3

1. Students required to be tested: FULL-TIME 505 PART-TIME 2

2. Students tested (and % of those counted in #1 above):

FULL-TIME		PART-TIME	
#	%	#	%
505	100.0	2	100.0

3. Students needing remediation (% of those tested):

FULL-TIME		PART-TIME	
#	%	#	%

4. Students enrolled in appropriate remedial courses in any semester from Summer '84 to Spring '86 (% of those identified in #3 above):

FULL-TIME[1]		PART-TIME	
#	%	#	%

5. Course enrollment (any semester from Summer '84 to Spring '86) and outcomes for final level of remediation:

FULL-TIME				PART-TIME			
#Enrolled	%Pass	%Fail	%Withdrew	#Enrolled	%Pass	%Fail	%Withdrew

6. Pre- and post-test results for remedial courses in skill area:

7. Four-semester follow up of full-time students (based on Spring '86 data):

	TERM DATA (SPRING '86)			CUMULATIVE DATA		
	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed	Remediat. Not Needed	Remediat. Completed	Remediat. Not Completed
TOTAL #						
# RETURNED SPR.'86 (%)						
MEAN CREDITS ATTEMPTED						
MEAN CREDITS EARNED						
MEAN GPA						
% GPA $\geq$ 2.0						
% SUCCESSFUL SURVIVAL						

8. Performance of full-time students in first college-level course in skill area (through Spring '86):

	Remediat. Not Needed	Remediat. Completed
# ENROLLED		
% PASS		

NOTES:

*The bulk of data submitted pertain to courses which included advanced algebra up through pre-calculus; thus these data were not reviewed and do not appear here. Only approximately 6 students took a remedial course that treated some lower-level algebra topics.

[V080988]

NEW JERSEY BASIC SKILLS COUNCIL
DEPARTMENT OF HIGHER EDUCATION

COLLEGE NJIT

1984-86 INSTITUTIONAL PROFILE
EFFECTIVENESS REPORT
(Fall 1984 Cohort)

3a. *Criteria below which students were placed into remediation (NJCBSPT unless otherwise specified):*

Reading: RC 165, SATRC 40

Writing: RC greater ≥ 165, Essay 7, C 165, SATV 400, SATRC ≥ 40, TSWE 40

Computation: (no computation course offered)

Elementary Algebra: (not applicable)

4a. *Percent of students identified for remediation who had enrolled in appropriate remedial course in the skill area by Spring '85 (i.e., within two semesters):*

	FULL-TIME	PART-TIME
Reading:	100	(n=0)
Writing:	100	(n=0)
Computation:	---	---
Elementary Algebra:	---	---

4b. *Students identified as needing remediation who were present in Spring '86 but had not enrolled in an appropriate remedial course in the skill area:*

	FULL-TIME		PART-TIME	
	#	%	#	%
Reading:	0	0.0	--	--
Writing:	0	0.0	--	--
Computation:	--	---	--	--
Elementary Algebra:	--	---	--	--

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NEW JERSEY INSTITUTE OF TECHNOLOGY

PRE-TEST AND POST-TEST RESULTS FOR REMEDIAL COURSES (FINAL LEVEL ONLY)
IN READING, WRITING, MATH COMPUTATION AND ELEMENTARY ALGEBRA
FALL 1984 COHORT

CUMULATIVE DATA FOR SUMMER 1984 THROUGH SPRING 1986

Name of Course[1]	Total No. Enrolled in Course	Name of Test Administered	Section of Test Administered	Minimum Score Needed to Determine Proficiency[2]	N[3]	PRE-TEST Mean	PRE-TEST Standard Deviation	POST-TEST Mean	POST-TEST Standard Deviation	Percent Students Attaining Min. Level on Post-test[4]
Eng. 098-099	60	Standard Task Test	Form A	40	33	27.6	16.2	37.2	17.6	54.5

ADDITIONAL NJCBSPT PUBLICATIONS AND RELATED REPORTS*

FUTURES: Making High School Count. New Jersey Basic Skills Council, 1987.

Student Information Bulletin 1989.

Interpreting Scores on the New Jersey College Basic Skills Placement Test.

Interpreting Mathematics Scores on the New Jersey College Basic Skills Placement Test.

Scoring the Essays.

Teaching Reading & Writing. Observations derived from results of the New Jersey College Basic Skills Placement Test. New Jersey Basic Skills Council, 1984.

Report on the Character of Remedial Programs in New Jersey Public Colleges and Universities, Fall 1984. New Jersey Basic Skills Council, 1985.

Report on the Effectiveness of Remedial Programs in New Jersey Public Colleges and Universities, Fall 1983 - Spring 1985. New Jersey Basic Skills Council, 1986.

Report on the Results of the New Jersey College Basic Skills Placement Testing, Fall 1988 Entering Freshmen. New Jersey Basic Skills Council, 1989.

**Publications and reports are available from the Basic Skills Assessment Program, New Jersey Department of Higher Education, 20 West State Street, CN 542, Trenton, NJ 08625.*